



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Test Coordinator's Handbook

Fall 2005–Spring 2006

Dakota ELP and Dakota STEP Field Tests
Stanford Writing
Dakota ELP
Dakota STEP-A
Dakota STEP

South Dakota

Test Coordinator's Handbook

Table of Contents

Tab

- | | | |
|----|--|-------------------|
| 1 | Overview of Test Coordinator's Handbook for 2005/2006
(revised pages 4-6; additional page 7) | |
| 2 | Fall 2005 Field Test Administrations
(<i>Dakota STEP</i> and <i>Dakota ELP</i>) | |
| 3 | <i>Stanford Writing</i> Administration | |
| 4 | <i>South Dakota English Language Proficiency</i>
(<i>Dakota ELP</i>) Administration | (enclosed) |
| 5 | <i>South Dakota Alternate Assessment</i>
(<i>Dakota STEP-A</i>) Administration | (enclosed) |
| 6 | <i>South Dakota State Test of Educational Progress</i>
(<i>Dakota STEP</i>) Administration | (enclosed) |
| 7 | <i>Stanford Achievement Test (SAT 10) Administration</i>
for Home School and Non-Accredited Programs | (enclosed) |
| 8 | Appendix A Test Security Guidelines and Forms
<i>Test Security Agreements and Affidavits</i>
<i>Report of Test Irregularity Form</i> | (page 3 revision) |
| 9 | Appendix B Private/Alternative Site and
Bureau of Indian Affairs (BIA) Schools | (enclosed) |
| 10 | Appendix C Harcourt SPECTRUM™ | |
| 11 | Appendix D Ordering and Directions for Off-Grade
and OLSAT®8 | (enclosed) |

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Dakota ELP Administration Overview

All students in grades K–12 who are identified as limited English proficient (LEP) must be assessed annually with the *Dakota English Language Proficiency (Dakota ELP)* assessment to document progress in the attainment of English language proficiency. To fully assess the South Dakota State English Language Learning (ELL) Standards, additional questions have been added to the *Stanford English Language Proficiency (SELP)* test to create the *Dakota English Language Proficiency (Dakota ELP)* assessment.

Spring 2006 Administration: Critical Dates

January 9–12, 2006	Pretest workshops
January 23, 2006	Scheduled delivery of <i>Dakota ELP</i> assessment materials
January 27, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
February 6–24, 2006 <i>Dakota ELP</i> Administration	
March 1, 2006	LAST DAY for scorable documents to be picked up by UPS
March 3, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
June 2, 2006	Districts receive <i>Dakota ELP</i> results

Questions regarding the identification process, annual assessment, and/or provision of assessment accommodations for LEP students should be directed to **Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us**.

Dakota STEP-A Administration Overview

(Formerly known as the S.T.A.A.R.S alternate assessment)

The *Dakota STEP Alternate Assessment (Dakota STEP-A)* is the statewide assessment created to ensure the state's compliance with the *Individuals with Disabilities Education Act of 2004* (IDEA) and the *No Child Left Behind Act of 2001*. The *Dakota STEP-A* assessment is aligned with the South Dakota Alternate Content Standards in Reading and Mathematics. This alternate assessment is intended to measure the skills of students with significant cognitive disabilities who are enrolled in Special Education programs. The alternate assessment (*Dakota STEP-A*) will consist of a single administration in spring 2006.

Spring 2006 Administration: Critical Dates

January 9–12, 2006	Pretest workshops
January 23, 2006	Scheduled delivery of <i>Dakota STEP-A</i> assessment materials
January 27, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
Feb. 6–Mar. 17, 2006 <i>Dakota STEP-A</i> Administration	
March 22, 2006	LAST DAY for scorable documents to be picked up by UPS
March 24, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
May 26, 2006	Districts receive <i>Dakota STEP-A</i> results

Questions regarding the administration of the *Dakota STEP-A* (alternate assessment) should be directed to **Linda Turner at 1-605-773-6119 or linda.turner@state.sd.us**.

Dakota STEP Administration Overview

The *South Dakota State Test of Educational Progress (Dakota STEP)* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The South Dakota Department of Education requires annual administration of *Dakota STEP* to students in grades 3 through 8 and 11.

Spring 2006 Administration: Critical Dates

December 16, 2005	Last day to notify the South Dakota Department of Education and Harcourt of Braille and large print materials needed for the spring 2006 administration.
Feb. 27–Mar. 3, 2006	Pretest workshops
March 20, 2006	Scheduled delivery of <i>Dakota STEP</i> assessment materials
March 24, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
April 3–21, 2006	<i>Dakota STEP Administration</i>
April 26, 2006	LAST DAY for scorable documents to be picked up by UPS
April 28, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
May 26, 2006	Districts receive SAT 10 (NRT) reports (<i>Dakota STEP</i> results are available in August).

Questions regarding the provision of assessment accommodations for LEP students should be directed to **Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us**.

Questions regarding the provision of assessment accommodations for students with disabilities should be directed to **Melissa Flor at 1-605-773-8195 or melissa.flor@state.sd.us**.

Harcourt Contact Information

CONTACT	QUESTIONS REGARDING:
Customer Support Center	
Phone: 1-800-763-2306	<ul style="list-style-type: none"> • SPECTRUM™
Fax: 1-800-634-0424	<ul style="list-style-type: none"> • Enrollment Figures
19500 Bulverde Road	<ul style="list-style-type: none"> • Changing Enrollment Figures
San Antonio, TX 78259	<ul style="list-style-type: none"> • Contact/Address Changes
	<ul style="list-style-type: none"> • Placing Orders
	<ul style="list-style-type: none"> • Statewide assessment materials including: <ul style="list-style-type: none"> • <i>Stanford Writing</i> • <i>Dakota ELP</i> • <i>Dakota STEP-A</i> • <i>Dakota STEP</i>
	<ul style="list-style-type: none"> • Status of Shipments
	<ul style="list-style-type: none"> • Administration instructions
	<ul style="list-style-type: none"> • Packing & Returning materials
Customer Service	
Phone: 1-800-211-8378	<ul style="list-style-type: none"> • Ordering Off-grade <i>Stanford 10</i> Test Materials
Fax: 1-800-232-1223	<ul style="list-style-type: none"> • Ordering OLSAT®8 Test Materials
P.O. Box 708912	<ul style="list-style-type: none"> • Ordering Home School Test Materials
San Antonio, TX 78270-8912	<ul style="list-style-type: none"> • Ordering Ancillary Test Support Materials
Scoring Services Hot Line	
Phone: 1-800-328-5999	<ul style="list-style-type: none"> • Pre-Identification Services
	<ul style="list-style-type: none"> • Off-Grade Scoring Services
	<ul style="list-style-type: none"> • Resolution of Scoring Issues
	<ul style="list-style-type: none"> • Scoring Services
Dennis Ortman	
Measurement Consultant	<ul style="list-style-type: none"> • Issues not Addressed Above
Harcourt Assessment	
15433 Foster	
Overland Park, KS 66223	
913-681-1613 / FAX: 913-681-1693	
e-mail: dennis_ortman@harcourt.com	

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Dakota ELP Administration

The *Stanford English Language Proficiency* (SELP) assessment has been augmented to fully assess the South Dakota State English Language Learner (ELL) Proficiency Standards at the Elementary, Middle and High School levels. This new assessment will be known as the *Dakota English Language Proficiency* assessment, or *Dakota ELP*. The *Dakota ELP* is a required assessment used to document LEP students' annual progress in the attainment of English language proficiency.

Spring 2006 Administration: Critical Dates

January 9–12, 2006	Pretest workshops
January 23, 2006	Scheduled delivery of <i>Dakota ELP</i> assessment materials
January 27, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
February 6–24, 2006 <i>Dakota ELP Administration</i>	
March 1, 2006	LAST DAY for scorable documents to be picked up by UPS
March 3, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
June 2, 2006	Districts receive <i>Dakota ELP</i> results

Questions regarding the identification process, annual assessment, and/or provision of assessment accommodations for LEP students should be directed to **Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us**.

Limited English Proficient (LEP) Definition and Requirements

The definition of an individual identified as limited English proficient is contained in Title IX, Section 910, no. 25 of the *No Child Left Behind Act of 2001*.

The term “limited English proficient,” when used with respect to an individual, refers to an individual—

- (E) who is aged 3 through 21;
- (F) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (G)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (H) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Students who are identified as limited English proficient must be assessed within 30 days of the beginning of school, or within 20 days of a midterm enrollment utilizing the *Language Assessment Scale (LAS) Test* or the *IDEA Proficiency Test (IPT)*. **The *Dakota English Language Proficiency (Dakota ELP)* assessment must be administered each spring to all students in grades K–12 identified as limited English proficient (LEP).**

Administration of the *Dakota STEP* assessment to LEP Students

LEP students in their first year of enrollment in a school in the United States are not required to take the reading subtests of the *Dakota STEP*, if that student has participated in the state-mandated, Title III, annual test of English Language Proficiency, the *Dakota English Language Proficiency (Dakota ELP)* assessment. Participation in the *Dakota ELP* assessment will constitute participation in reading for purposes of determining Adequate Yearly Progress (AYP). Students, who enroll for the first time in a school in the United States after the testing window for ELP annual progress has ended in South Dakota, will meet participation requirements for reading through the completion of the LEP eligibility assessment of the LAS or the IPT.

LEP students in their first year of enrollment in a school in the United States are required to take the *Dakota STEP* mathematics test, indicating participation for AYP determination. The results of the math test for LEP students in their first year of enrollment in a United States' school will not be included in the determination of AYP for the school, district, or state, even if the student meets the requirements of attendance for a full academic year.

Activities Before Administration

Assessment Materials Provided

The augmented items of the *Dakota ELP* assessment will be provided in a supplemental student test booklet to be administered with the *Stanford English Language Proficiency (SELP)* assessment to students in the Elementary, Middle, and High School levels. The SELP assessment for the Primary level (K–2) has not been augmented or modified. All references throughout the *Test Coordinator's Handbook* to the *Dakota ELP* administration are inclusive of the Primary SELP assessment as well.

- level-specific SELP student test booklets (Primary, Elementary, Middle, and High School)
- level-specific *Dakota ELP* supplemental student test booklets (Elementary, Middle, and High School)
- Primary level SELP *Directions for Administering*
- level-specific *Dakota ELP Directions for Administering* (Elementary, Middle, and High School)
- level-specific *Dakota ELP* student response booklets (Elementary, Middle, and High School)

- *Test Coordinator's Kit including:*
 - Pre-ID labels (may arrive in a separate shipment)
 - Paper bands for securing response booklets
 - Scoring Service Identification (SSID) sheets
 - Master File Sheets
 - UPS shipping labels
 - ORANGE peel-and-stick return labels for SCORABLE materials
 - GREEN peel-and-stick return labels for NON-SCORABLE materials

Receiving and Inventorying Assessment Materials

Verify the contents of the *Dakota ELP* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each teacher/examiner and student. A 10% overage is included in all test material shipments.

If there is a discrepancy between the packing list and the quantities received, or if additional assessment materials are needed, contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Separate the *Directions for Administering* for use in your teacher/examiner training sessions. Organize the remaining assessment materials by teacher/examiner group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Harcourt.

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teachers/examiners are asked to report any questions or concerns regarding test security to you. As test coordinator, you should report any incident to the South Dakota Department of Education utilizing the *Report of Test Irregularity* form available in *Appendix A*.

Test security agreements and affidavits must be completed prior to the *Dakota ELP* administration. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will ensure the security of the content of all assessment materials.

Before the administration of the *Dakota ELP* assessment,

1. **Fill in the title of the *Dakota ELP* assessment on the *Test Security Agreement* and the *Test Security Affidavit*.**

2. **Review and sign the *Test Security Agreement* for Test Coordinators.**

Send the original *Test Security Agreement* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Send a copy of the original *Test Security Agreement* to:

South Dakota Department of Education
Office of Educational Services and Support
700 Governors Drive
Pierre, SD 57501

Retain a copy of the *Test Security Agreement* for your records.

3. **Copy, disseminate, and collect the *Test Security Affidavit* from all teachers/examiners prior to distributing assessment materials.**

Send the original *Test Security Affidavits* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Retain copies of the *Test Security Affidavits* for your records.

Schedule Assessment Dates and Times

Work with building coordinators and teachers/examiners to schedule *Dakota ELP* assessment sessions for your school/division within the statewide administration period of **February 6–24, 2006** (which includes any make-up sessions). Your schedule must allow time for the assembly and shipment of all scorable response booklets to arrive at Harcourt **NO LATER THAN March 3, 2006**. Work with building coordinators and/or teacher/examiners in each school to schedule administration dates and times.

It is recommended that the *Dakota ELP* be administered in multiple test sessions scheduled over several days with no single session exceeding seventy-five minutes in length, including preparation time. If two or more subtests are administered consecutively, students should be given a ten minute stretch break before continuing with the next subtest.

Provide Training for Teachers/Examiners

It is your responsibility to provide training for your school's teacher/examiners (and building coordinators) to ensure the successful administration of the *Dakota ELP*. This training should include information provided by the South Dakota Department of Education and Harcourt, this section of the *Test Coordinator's Handbook*, and the teacher/examiner's *Dakota ELP Directions for Administering*.

Familiarize yourself with this section of the *Test Coordinator's Handbook* as well as the *Dakota ELP Directions for Administering* (DFAs) prior to your training session(s). Teachers/examiners should review the *Directions for Administering* prior to testing. You may wish to collect the *Directions for Administering* after training and then re-distribute them prior to testing to ensure that all teacher/examiners receive a copy for the administration.

Primary Level

Ensure that teachers/examiners administering the Primary Level of the assessment understand that NO CHANGES have been made to the existing *Stanford English Language Proficiency (SELP)* test.

For the administration of the SELP assessment at the Primary Level it is recommended that teachers/examiners administer the subtests in the following order. Specific instructions are provided within the *SELP Directions for Administering*.

Session	Test Booklet	Subtest	Approximate Testing Time
Session 1	SELP	<i>Listening</i> Multiple-choice	20 minutes
Session 2	SELP	<i>Writing Conventions</i> Multiple-choice	20 minutes
Session 3	SELP	<i>Reading</i> Multiple-choice	20 minutes
Session 4	SELP	<i>Writing Open-response</i>	15 minutes
Session 5	SELP	<i>Speaking</i> * Open-response	15 minutes

* The SELP *Speaking* subtest is an individually administered verbal-response assessment. Teachers/examiners should carefully review the directions for administering and scoring the SELP *Speaking* subtest, as well as the SELP student test booklet and response booklet prior to administering this subtest.

Information provided on pages 8–10 and 12–14 of this section should be provided to teachers/examiners administering the Primary Level of the assessment (SELP only).

Elementary, Middle, and High School Levels

Ensure that teachers/examiners administering the Elementary, Middle, and High School Levels of the *Dakota ELP* assessment understand that students will utilize TWO test booklets and record their responses in ONE response booklet.

For the administration of the *Dakota ELP* assessment at the Elementary, Middle, and High School Levels it is recommended that teachers/examiners administer the subtests in the following order. The *Dakota ELP Directions for Administering* provide teachers/examiners with the following grade-specific information:

- assessment materials required for teachers/examiners and students
- level-specific, approximate testing times for planning purposes
- instructions for completing student demographic information prior to administration
- instructions for organizing, inspecting, and returning student response booklets and assessment materials

Session	Test Booklet	Subtest	Approximate Testing Time
Session 1	SELP (ALL Levels)	<i>Listening</i> Multiple-choice	20 minutes
Session 2	SELP (ALL Levels)	<i>Writing Conventions</i> Multiple-choice	20–25 minutes
Session 3	SELP (ALL Levels)	<i>Reading</i> Multiple-choice	20–25 minutes
Session 4	<i>Dakota ELP</i> (Elementary, Middle, and High School Levels)	<i>Listening</i> Multiple-choice (mathematics)	10 minutes
Session 5	<i>Dakota ELP</i> (Elementary, Middle, and High School Levels)	<i>Reading</i> Multiple-choice (mathematics)	10 minutes
Session 6	SELP (ALL Levels)	<i>Writing Open-response</i>	15 minutes
Session 7	SELP (ALL Levels)	<i>Speaking</i> * Open-response	15 minutes

* The SELP *Speaking* subtest is an individually administered verbal-response assessment. Teachers/examiners should carefully review the directions for administering and scoring the SELP *Speaking* subtest, as well as the SELP student test booklet and response booklet prior to administering this subtest.

The following topics should be reviewed during your training sessions:

- responsibilities of teacher/examiners
- test security including the *Teacher/Examiner's Test Security Affidavit*
- assessment schedule
- preparation of appropriate assessment locations
- informing and preparing students for the assessment
- coding demographic information on student response booklets
- monitoring students during the administration
- use of classroom proctors/interpreters (if necessary)
- preparing and returning assessment materials

The following information is not included within the *SELP Directions for Administering Primary Level*. Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

Student Identification Information

Teachers/examiners are to complete student identification information prior to the administration of the *Dakota ELP* assessment. The following instructions are provided in the *Dakota ELP Directions for Administering* (Elementary, Middle, and High School Levels).

When pre-ID labels are provided and all information is correct, place the pre-ID label within the designated area of the demographic page. Corrections to preprinted information on the label are not permissible. Information on the pre-ID label will override any handwritten information completed. Teachers/examiners are to enter the information in boxes 8–17 according to the following instructions.

When information on the label is incorrect or placed incorrectly on the response booklet, or if labels are not available, enter the information in boxes 1–17 of each response booklet according to the following the instructions.

1. In box 1, print the student's last name, first name, and middle initial. On the other lines, fill in the rest of the information called for—name of teacher, school, school district, gender, grade, student's date of birth, and the test date (month and year).
2. In box 2, print the student's last name, first name, and middle initial. If the name does not fit, write as many letters of it as there are boxes. Beneath each box in which a letter is written, fill in the circle that has the same letter. For each box that is left empty, fill in the empty circle at the top of the column.
3. In box 3, fill in the student's date of birth. Fill in the appropriate circle for the month and write in the day and year. Code the day as a two-digit number (e.g., 05). Fill in the spaces for the first two digits and last two digits of the year.
4. In box 4, mark the student's gender, "Female" or "Male."
5. In box 5, complete the "Race/Ethnicity" of the student. Grid the group or groups with which the student closely identifies.
6. In box 6, mark the student's grade level.
7. In box 7, print the student's nine-digit SIMS student identification number, left-justified, and fill in the circles below the boxes.
8. Leave box 8 blank (not used for the *Dakota ELP* administration).
9. Leave box 9 blank (not used for the *Dakota ELP* administration).
10. Leave box 10 blank (not used for the *Dakota ELP* administration).
11. Leave box 11 blank (not used for the *Dakota ELP* administration).
12. Leave box 12 blank (not used for the *Dakota ELP* administration).

***Dakota ELP* Response Booklet (back cover)**

1 STUDENT NAME SCHOOL DISTRICT	TEACHER GENDER	SCHOOL DATE OF BIRTH	GRADE TEST DATE (Month/Year)
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2 LAST NAME FIRST NAME	3 DATE OF BIRTH Month Day Year	4 GENDER <input type="radio"/> Female <input type="radio"/> Male	5 RACE/ETHNICITY <input type="radio"/> A/AN (American Indian or Alaskan Native) <input type="radio"/> A (Asian) <input type="radio"/> B/AA (Black or African American) <input type="radio"/> H/L (Hispanic or Latino) <input type="radio"/> NH/PI (Native Hawaiian or other Pacific Islander) <input type="radio"/> W (White) <input type="radio"/> Other
----------------------------------	--	---	---

6 GRADE <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13	7 STUDENT NUMBER (Bubble grid for student number)	8 OTHER INFORMATION A B C D E F G H I J (Bubble grid for other information)	9 SPECIAL SERVICES <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 <input type="radio"/> 20
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10 SPECIAL SERVICES <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 <input type="radio"/> 20	11 ENGLISH PROFICIENCY STATUS <input type="radio"/> E Proficient <input type="radio"/> E Learner	12 EC STATUS <input type="radio"/> A <input type="radio"/> B	FOR TEACHER USE ONLY (Large empty box for teacher use)
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The following information is not included within the *SELP Directions for Administering Primary Level*.
Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

Complete boxes 13–17 on the inside back cover of the students’ response booklets as follows:

13. Leave box 13 blank (not used for the *Dakota ELP* administration).
14. In box 14, mark “Outcome/Yearly Progress” for the *Dakota ELP* administration.
15. In box 15, mark “all subtests” for the *Dakota ELP* administration.
16. In box 16, mark the number of years the student has attended school in the United States.
17. In box 17, mark the student’s home language

Dakota ELP Response Booklet (inside back cover)

FOR TEACHER USE ONLY

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 13 Screening Test Results <input type="radio"/> Ineligible Student </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 14 Purpose of Test <input type="radio"/> Placement/Identification <input type="radio"/> Outcome/Yearly Progress </div> <div style="border: 1px solid black; padding: 5px;"> 15 Subtests Taken <input type="radio"/> All subtests <input type="radio"/> All subtests except Writing <input type="radio"/> Listening and Speaking (for grades K and 1 only) </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 16 Years of Schooling in U.S. Schools <input type="radio"/> One year or less <input type="radio"/> Two years <input type="radio"/> Three years <input type="radio"/> Four years <input type="radio"/> Five years or more </div> <div style="border: 1px solid black; padding: 5px;"> 17 Student’s Home Language <table style="width: 100%; border: none;"> <tr> <td><input type="radio"/> Arabic</td> <td><input type="radio"/> Japanese</td> </tr> <tr> <td><input type="radio"/> Armenian</td> <td><input type="radio"/> Khmer</td> </tr> <tr> <td><input type="radio"/> Bosnian</td> <td><input type="radio"/> Korean</td> </tr> <tr> <td><input type="radio"/> Croatian</td> <td><input type="radio"/> Mandarin</td> </tr> <tr> <td><input type="radio"/> Farsi</td> <td><input type="radio"/> Polish</td> </tr> <tr> <td><input type="radio"/> Filipino</td> <td><input type="radio"/> Portuguese</td> </tr> <tr> <td><input type="radio"/> Haitian (Creole)</td> <td><input type="radio"/> Russian</td> </tr> <tr> <td><input type="radio"/> Hindi</td> <td><input type="radio"/> Spanish</td> </tr> <tr> <td><input type="radio"/> Hmong</td> <td><input type="radio"/> Vietnamese</td> </tr> <tr> <td></td> <td><input type="radio"/> Other</td> </tr> </table> </div>	<input type="radio"/> Arabic	<input type="radio"/> Japanese	<input type="radio"/> Armenian	<input type="radio"/> Khmer	<input type="radio"/> Bosnian	<input type="radio"/> Korean	<input type="radio"/> Croatian	<input type="radio"/> Mandarin	<input type="radio"/> Farsi	<input type="radio"/> Polish	<input type="radio"/> Filipino	<input type="radio"/> Portuguese	<input type="radio"/> Haitian (Creole)	<input type="radio"/> Russian	<input type="radio"/> Hindi	<input type="radio"/> Spanish	<input type="radio"/> Hmong	<input type="radio"/> Vietnamese		<input type="radio"/> Other
<input type="radio"/> Arabic	<input type="radio"/> Japanese																				
<input type="radio"/> Armenian	<input type="radio"/> Khmer																				
<input type="radio"/> Bosnian	<input type="radio"/> Korean																				
<input type="radio"/> Croatian	<input type="radio"/> Mandarin																				
<input type="radio"/> Farsi	<input type="radio"/> Polish																				
<input type="radio"/> Filipino	<input type="radio"/> Portuguese																				
<input type="radio"/> Haitian (Creole)	<input type="radio"/> Russian																				
<input type="radio"/> Hindi	<input type="radio"/> Spanish																				
<input type="radio"/> Hmong	<input type="radio"/> Vietnamese																				
	<input type="radio"/> Other																				

Activities After Administration

Collect Assessment Materials

Collect all scorable student response booklets and all assessment materials from building coordinators and/or teachers/examiners. Separate the scorable student response booklets from the non-scorable assessment materials and continue with the verification and organization process.

Organize Student Response Booklets

Organize the scorable response booklets by classroom/grade for each building. As you organize the documents ensure that

- completed scorable response booklets have been received from ALL teachers/examiners and/or building test coordinators;
- the students' responses have been made with a black, soft-lead (No. 2) pencil. Light marks and marks made with colored pencil, ink, or felt-tip pen cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil;
- the response booklets are verified for completeness and accuracy of student identification information, especially if pre-ID labels are not used and information is completed by hand;
- the student information that is written above the circles in each box of the answer document is accurately gridded below the information; and
- the Student Number section is completed and fully gridded on every answer document without a pre-ID label.

The following information is not included within the *SELP Directions for Administering Primary Level*.
Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *Dakota ELP* assessment. SSID sheets are scanned documents used to verify the number of response booklets to be scored. Do not make corrections to pre-filled or hand-entered information; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

The following information must be completed on SSID sheets:

SIDE 1: ALL Levels (grades K through 12)

- | | |
|--------------------------------|---|
| (A) GRADE | Print the grade. |
| (B) GRADE | Fill in the circle for the grade. |
| (C) NUMBER OF DOCUMENTS | Fill in the total number of response booklets for each grade by building. Number must be right-justified; enter leading zeros. |
| (D) SCHOOL NAME | Fill in and grid if completing a blank SSID sheet. |
| (E) SCHOOL CODE | Fill in and grid if completing a blank SSID sheet. |

SIDE 2: Primary and Elementary Levels ONLY (grades K through 5)

- | | |
|---|---|
| (F) IF YOU ARE USING THIS
SIDE, MARK THIS CIRCLE | Fill in this circle. |
| (G) TEACHER, COUNSELOR OR
GROUP NAME | Print name in boxes and fill in
circles under each letter. |
| (H) GROUP CODE (Optional) | Print teacher certification number |

[illegible]

SIDE 2

F

IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE.

FOR SCORING CENTER USE

[illegible]

G

TEACHER, COUNSELOR, OR GROUP NAME

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

[illegible]

H

GROUP CODE (optional)

A 10x10 grid of circles, each containing a number from 0 to 9. An arrow points to the circle containing the number 0 in the top-left corner (row 0, column 0).

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PRIMARY AND ELEMENTARY LEVELS:

Teachers/examiners are to complete side 1 and side 2 of the SSID sheet with their classroom information and return students' response booklets, paper banded together, with an SSID sheet on top.

Test coordinators are to enter the total number of classroom groups for each grade and the total number of response booklets for each grade within each building on the Master File Sheet.

MIDDLE AND HIGH SCHOOL LEVELS:

Teachers/examiners are to complete the information on the paper band and return their students' response booklets.

Test coordinators are to complete an SSID sheet for the total number of response booklets for each grade within each building and enter the total number of response booklets on the Master File Sheet.

Verify and/or complete the SSID Sheets as follows:

- the school name has been gridded/pre-filled correctly and is the same as it appears on the Master File Sheet
- the appropriate grade section has been gridded
- each SSID Sheet has the correct number of documents entered and gridded
- all paper-banded bundles have completed information on the paper band

Complete the Master File Sheet

Examine the Master File Sheet to verify that all building names are preprinted. It is important to use the correct sheet. Do not change the preprinted name of the buildings on the Master File Sheet. If you feel a change is necessary, contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Enter each grade and total number of Primary and Elementary classroom groups (each with its own SSID sheet) for each building under the “Number of Groups” column on the Master File Sheet. Add the total number of response booklets present in all groups and enter the total number of response booklets to be scored under the “Number of Documents” column on the Master File Sheet.

Use one SSID sheet to bundle the response booklets for Middle and High School Levels for each building. Enter each grade followed by “1” for each building under the “Number of Groups” column on the Master File Sheet. Next, enter the total number of documents present in all paper-banded bundles under the “Number of Documents” column on the Master File Sheet. An example of a completed Master File Sheet is provided on the following page.

Retain a copy of the completed Master File Sheet for your records.

Example of a *Dakota ELP* Master File Sheet

Master File Sheet

Page 1

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAIN

ABERDEEN
Telephone: (605) 555-1212

SD 12345

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM	K	2	12
		1	3	16
		2	3	12
		3	2	10
2600110	FUN HIGH	9	1	6
		10	1	4
2600111	FUN MID	6	1	11
		7	1	9

TOTALS: 14 80

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Organize and Pack *Dakota ELP* Test Materials

SCORABLE *Dakota ELP* and SELP SCORABLE Documents

Test coordinators must return ALL *Dakota ELP* and SELP scorable documents as soon as possible after testing is complete, **to arrive at Harcourt NO LATER THAN March 3, 2006**. Be sure to include the following documents paper-banded with SSID sheets by classroom or grade.

- completed scorable SELP Primary-level test/response booklets
- completed scorable *Dakota ELP* response booklets for Elementary, Middle, and High School levels

The *Dakota ELP* response booklets should be packed by school and grade in the order in which they are listed on the Master File Sheet—the first grade for the first school listed on the Master File Sheet should be at the top of the first box. You may find it easier to start with the last school listed on the Master File Sheet and work backwards. The Master File Sheet should be placed at the top of Box 1 of your shipment.

When packing scorable response booklets for return to Harcourt, use boxes in which the documents will not shift, such as the dual-purpose cartons in which you received your test materials. The dual-purpose cartons in which your test materials were shipped were designed to be used for both shipping test materials to districts and returning test materials to Harcourt.

To use these cartons for returning your test materials—

1. fold down the flaps that were used to ship materials to you from Harcourt, then
2. fold down the flaps labeled “Affix Shipping Return Label Here,” and then
3. tape your cartons across the words “Tape Here.”

All empty space should be filled with crumpled paper. DO NOT use shredded paper or Styrofoam™ “peanuts,” as these will damage the response booklets.

Scorable response booklets should be returned to Harcourt using **UPS “2nd Day Air”** and **ORANGE “Scorable Test Materials”** labels. Affix the **“2nd Day Air” UPS label(s)** and the **ORANGE** return label(s) on the box(es) of **SCORABLE** response booklets. Complete all information on the ORANGE label. If more than one carton is needed, label the boxes serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

NOTE

Scorable response booklets must be sent as a SINGLE SHIPMENT to the Harcourt Scoring Center.

Do NOT mix SCORABLE response booklets in with your shipment of NON-SCORABLE test materials.

NON-SCORABLE Dakota ELP and SELP Test Materials

The following non-scorable test materials should be boxed and returned to Harcourt using UPS “GroundTrak” and GREEN “non-scorable” labels.

- ALL unused SELP Primary-level test/response booklets and all SELP *Directions for Administering*
- *Dakota ELP* Elementary, Middle, and High School test booklets
- *Dakota ELP* Elementary, Middle, and High School *Directions for Administering*
- *Dakota ELP* Elementary, Middle, and High School unused response booklets

Unused SSID sheets may be returned to Harcourt or destroyed at the district/school level.

Affix the “GroundTrak” UPS label(s) and the GREEN return label(s) to the box(es) of NON-SCORABLE test materials (test booklets, DFAs, etc.). Complete all information on the GREEN label. If more than one carton is needed, label the boxes serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

Ship Assessment Materials to Harcourt

You are responsible for the return of ALL *Dakota ELP* assessment materials via UPS to:

Harcourt Assessment Scoring Center
19500 Bulverde Road
San Antonio, Texas 78259-3701

Pre-paid UPS labels are provided in your Test Coordinator’s Kit. The labels are preprinted with the Scoring Center’s delivery address and your district’s information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Contact UPS toll-free to arrange for pickup: 1-800-214-0391

Contact UPS at least one day in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays. (Test Coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

Thank you for your time and effort ensuring the successful administration of the *Dakota ELP* assessment.

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Dakota STEP-A Administration

The *Dakota STEP Alternate Assessment (Dakota STEP-A)* is the statewide assessment created to ensure the state's compliance with the *Individuals with Disabilities Education Act of 2004* (IDEA), the *No Child Left Behind Act of 2001*, and Section 504 of the *Rehabilitation Act of 1973*. The *Dakota STEP-A* assessment is aligned with the South Dakota Alternate Content Standards in Reading and Mathematics. This alternate assessment is intended to measure the skills of students with significant cognitive disabilities who are enrolled in Special Education programs. The alternate assessment (*Dakota STEP-A*) will consist of a single administration in spring 2006.

Spring 2006 Administration: Critical Dates

January 9–12, 2006	Pretest workshops
January 23, 2006	Scheduled delivery of <i>Dakota STEP-A</i> assessment materials
January 27, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>

Feb. 6–Mar. 17, 2006 *Dakota STEP-A Administration*

March 22, 2006	LAST DAY for scorable documents to be picked up by UPS
March 24, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
May 26, 2006	Districts receive <i>Dakota STEP-A</i> results

Questions regarding the administration of the *Dakota STEP-A* (alternate assessment) should be directed to **Linda Turner at 1-605-773-6119 or linda.turner@state.sd.us**.

Decisions about whether a student participates in the *Dakota STEP* assessment under standardized testing conditions or participates with standard accommodations must be made on an individual basis by the student's IEP or Section 504 team. If it is determined that a student with a disability cannot participate in the *Dakota STEP* assessment with standard accommodations, the student should be assessed utilizing the *Dakota STEP-A* (alternate assessment).

On December 9, 2003, revised regulations providing new flexibility for calculation of adequate yearly progress under *No Child Left Behind* were published. The new regulations allow for the states to determine the definition of students with significant cognitive disabilities. Caution is given to IEP teams to absolutely avoid overrepresentation of those termed significantly cognitively disabled.

Students with the most significant cognitive disabilities who receive scores of "Applying" or "Advancing" based on alternate academic content standards may be included in AYP calculations, but may not exceed 1% of all the students assessed.

Significant Cognitive Disability Eligibility Criteria

1. The student has an active IEP with annual goals and short-term objectives/benchmarks which focus on the alternate content standards; and
2. the student's cognitive abilities are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement); and
3. the student primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer skills done in naturally occurring settings of the student's life. (e.g. school, community, home, vocational/career, and recreation and leisure).

Documentation of meeting the criteria used to determine eligibility for significant cognitive disability must be maintained in the student's file, and the use of the alternate assessment (*Dakota STEP-A*) must be written into the IEP after such determination by the IEP team.

Activities Before Administration

As test coordinator, your primary responsibility is to act as a liaison between the Special Education teachers and Harcourt. Your major responsibilities include:

- verifying the shipment of materials to determine that there are sufficient materials for Special Education teachers and colleagues
- providing training sessions for all Special Education teachers/colleagues
- distributing test materials to Special Education teachers and verifying that an accurate accounting of materials is maintained
- inspecting the packaging of assessment materials returned by the Special Education teachers

If there is more than one school in your district, you may wish to appoint a building test coordinator to carry out some of these responsibilities. You should also keep the principal of each school informed about all testing activities.

Assessment Materials Provided

- grade-specific *Dakota STEP-A Rating Forms* (two per student)
- *Dakota STEP-A Data Collection Form* (for submission of Body of Evidence)
- *Dakota STEP-A Directions for Administering* (for all grade levels)
- *Test Coordinator's Kit including:*
 - Envelopes for returning each student's assessment materials
 - Scoring Service Identification (SSID) sheets
 - *Master File Sheets*
 - UPS shipping labels
 - HOT PINK peel-and-stick return labels for SCORABLE materials
 - GREEN peel-and-stick return labels for NON-SCORABLE materials

Receive and Inventory Assessment Materials

Verify the contents of the *Dakota STEP-A* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for Special Education teachers and their colleagues. A 10% overage is included in all test material shipments.

If there is a discrepancy between the packing list and the quantities received, or if additional assessment materials are needed, contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Separate the *Directions for Administering* for use in your training sessions. Organize the remaining assessment materials by Special Education teacher to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Harcourt.

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by Special Education teachers and colleagues.

Test security agreements and affidavits must be completed prior to the *Dakota STEP-A* administration. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will ensure the security of the content of all assessment materials.

Before the administration of the *Dakota STEP-A* assessment,

- 1. Fill in the title of the *Dakota STEP-A* assessment on the *Test Security Agreement* and the *Test Security Affidavit*.**

- 2. Review and sign the *Test Security Agreement* for Test Coordinators.**

Send the original *Test Security Agreement* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Send a copy of the original *Test Security Agreement* to:

South Dakota Department of Education
Office of Educational Services and Support
700 Governors Drive
Pierre, SD 57501

Retain a copy of the *Test Security Agreement* for your records.

- 3. Copy, disseminate, and collect the *Test Security Affidavit* from all Special Education teachers and colleagues prior to distributing assessment materials.**

Send the original *Test Security Affidavits* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Retain copies of the *Test Security Affidavits* for your records.

Schedule Assessment Dates and Times

Work with Special Education teachers to schedule *Dakota STEP-A* assessment sessions for your school/division **within the statewide administration period of February 6–March 17, 2006**. Your schedule must allow time for the assembly and shipment of all scorable materials to arrive at Harcourt **NO LATER THAN March 24, 2006**.

Provide Training for Special Education Teachers

It is your responsibility to provide training for Special Education teachers/colleagues to ensure the successful administration of the *Dakota STEP-A*. This training should include information provided by the South Dakota Department of Education and Harcourt, this section of the *Test Coordinator's Handbook*, and the *Dakota STEP-A Directions for Administering*. Carefully review the *Dakota STEP-A Directions for Administering* (DFA) as well as the Rating Forms and Data Collection form prior to your training session(s).

The following topics should be reviewed during your training sessions:

- responsibilities of Special Education teachers
- test security, including the Teacher/Examiner's Test Security Affidavit
- assessment schedule
- preparation of appropriate assessment locations
- completing the demographic data page
- preparing and returning assessment materials

To ensure accurate and reliable results, Special Education teachers and colleagues should thoroughly review the *Dakota STEP-A Directions for Administering*, the Rating Forms, and the Data Collection Form before beginning the assessment. Special Education teachers are responsible for

- distributing and collecting the *Dakota STEP-A* Rating Forms
- recruiting one other colleague to complete the Rating Forms independently
- providing evidence of the student's work as listed on the Data Collection Forms for Reading and Math
- assembling and returning all materials to the test coordinator

The *Dakota STEP-A Directions for Administering* provides Special Education teachers with specific instructions for completing and submitting student rating forms and body of evidence assessment materials.

Work with Special Education teachers to ensure that all scorable materials are properly packaged and returned according to instructions within this section as well as the *Directions for Administering*. Student materials are to be organized and returned for scoring by grade within each school for each district.

***Dakota STEP-A* Rating Forms and Data Collection Forms**

Special Education teachers are to complete and collect the following forms for each student.

- grade-specific *Dakota STEP-A* Rating Form (two per student)
- *Dakota STEP-A* Data Collection Forms (with evidence of each student's work)

The Special Education teacher is the designated leader of a group of people who know the student and *independently* complete *Dakota STEP-A* Rating Forms for each student. The Special Education teacher must also provide evidence of each student's work as listed on the *Dakota STEP-A* Data Collection Forms.

In addition to the Special Education teacher, a *Dakota STEP-A* Rating Form must be completed by one of the following colleagues who have knowledge of the student's academic abilities.

Speech and language therapist	Head Special Education teacher
Paraprofessional	Regular education teacher
Occupational therapist	Other member of the IEP team
Physical therapist	

Each colleague who completes a Rating Form should do so on-site and return it to the Special Education teacher when completed. The colleagues who complete the *Dakota STEP-A* Rating Form do not need special training, but they must know the student to be able to complete the Rating Form according to standardized procedures and provide evidence of the student's abilities. (Note: A parent cannot complete a rating form for his or her child.)

Distribute Assessment Materials to Special Education Teachers

Test coordinators are to maintain an accurate record of assessment materials distributed to each teacher/examiner. Emphasize the importance of maintaining test security as well as following the instructions provided in this *Test Coordinator's Handbook* and the *Dakota STEP-A Directions for Administering*.

Distribute the SSID sheets and envelopes to Special Education teachers and/or building coordinators for use in organizing and returning completed assessment materials.

Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *Dakota STEP-A Directions for Administering* are adhered to, and be available to answer questions and resolve problems. Utilize the *Test Irregularity Form* found in *Appendix A* to document and resolve any test security issues with the South Dakota Department of Education.

Activities After Administration

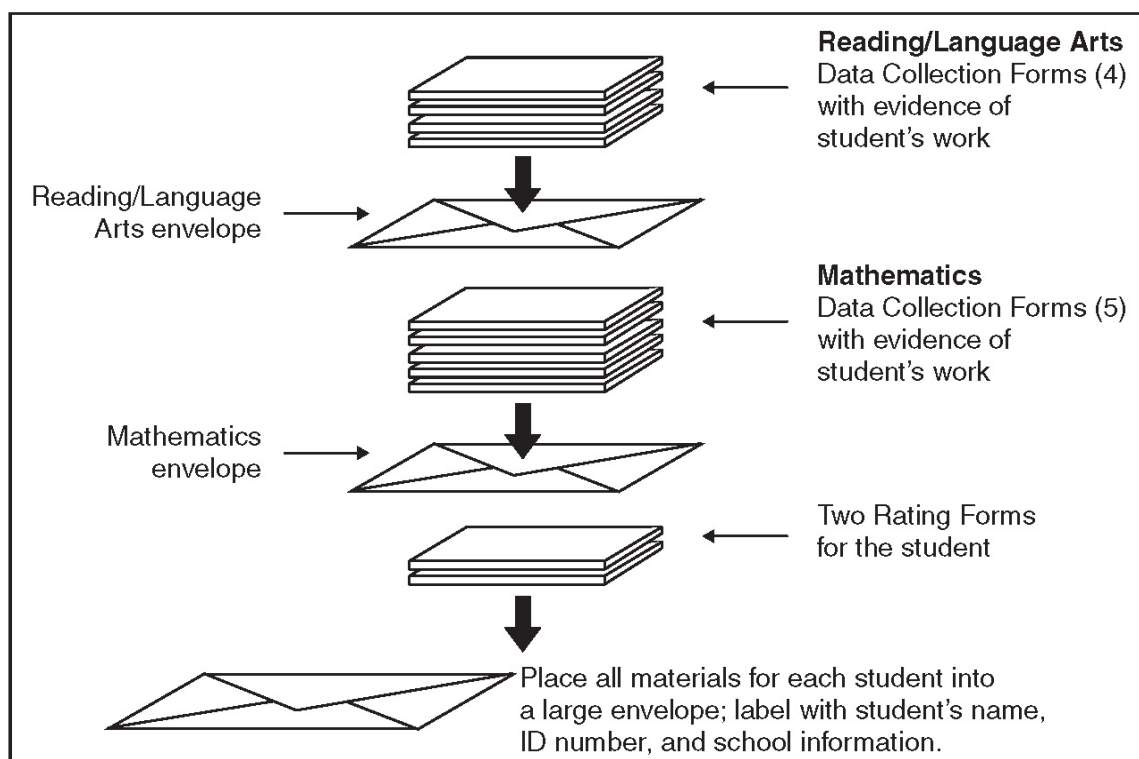
Collect all assessment materials from Special Education teachers and/or building coordinators. Verify that the scorable materials are packaged and labeled by school with a completed SSID sheet for each grade submitted.

Student Materials: Special Education teachers are responsible for packaging the assessment materials for each student. Use the Data Collection Forms as cover sheets to accompany evidence of student work. Organize the evidence of work by content area (Reading/Language Arts or Mathematics), and insert the work samples with Data Collection Forms attached into the envelopes provided. Write the number and total number of envelopes (1 of 4, 2 of 4, etc.) on each envelope in the upper right-hand corner.

Organize the materials for each student in the following order from bottom to top.

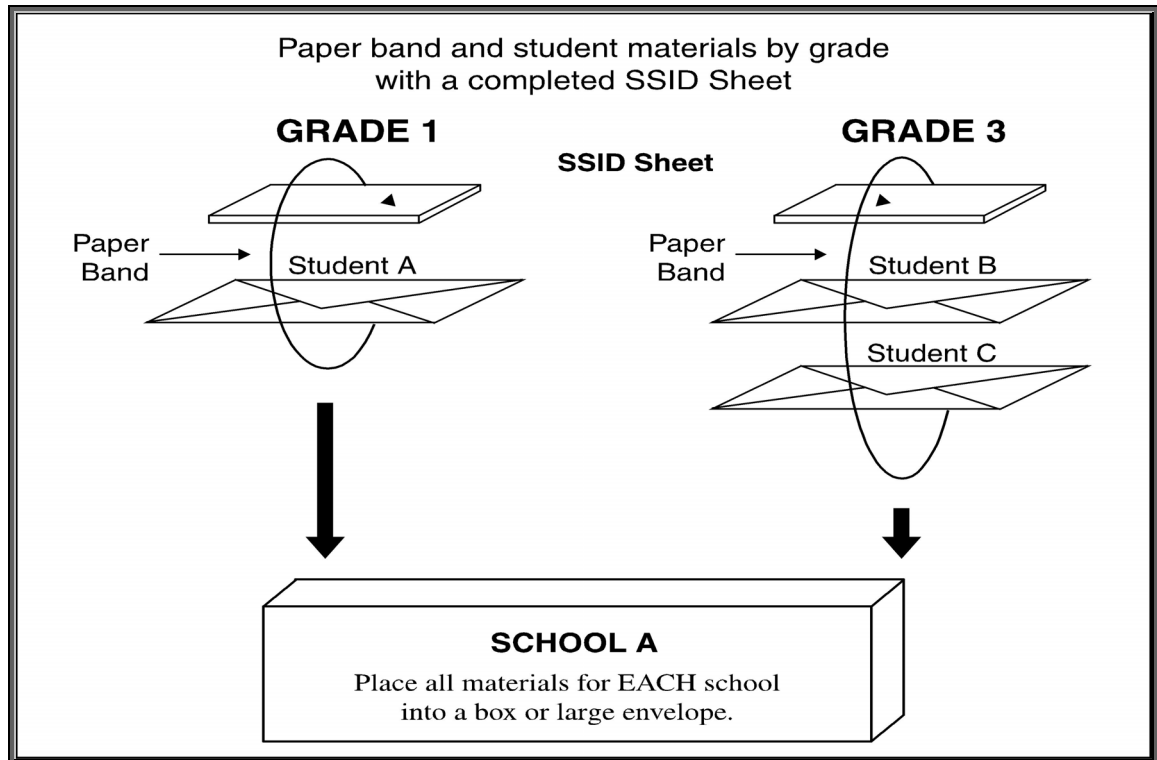
- Place the two completed **Rating Forms** at the bottom of the stack.
- Place the **Mathematics Body of Evidence** materials (with student's work attached to Data Collection Forms) in the Mathematics envelope provided. Fill in the student's name, the student's ID number, and the school name on the label. Stack the envelope on top of the completed Rating Forms.
- Place the **Reading/Language Arts Body of Evidence** materials (with student's work attached to Data Collection Forms) in the Reading/Language Arts envelope provided. Fill in the student's name, the student's ID number, and the school name on the label. Stack the envelope on top of the Mathematics Body of Evidence materials.
- **Place the assembled material into a larger, padded envelope** (or box if necessary) and label it with the student's full name, the student's ID number, and the school name.

Packing Diagram for *Dakota STEP-A* Student Materials



School Materials: Special Education teachers/test coordinators are to group student materials by grade for each building and complete an SSID sheet for each grade level being returned.

Packing Diagram for *Dakota STEP-A* School Materials



Verify and/or Complete the Scoring Service Identification (SSID) Sheet

Scoring Service Identification (SSID) sheets are scanned documents used to verify the number of student materials to be scored. Pre-filled SSID sheets as well as blank SSID sheets are provided for the *Dakota STEP-A* assessment. Corrections to pre-filled or hand-entered information are not permissible; complete a new (blank) SSID sheet with accurate information to prevent scoring delays. It is not necessary to complete information on side 2 of the SSID sheet for the *Dakota STEP-A* administration.

SIDE 1:

(A) GRADE

(B) GRADE

(C) NUMBER OF DOCUMENTS

(D) SCHOOL NAME

(E) SCHOOL CODE

Print the grade.

Fill in the circle for the grade.

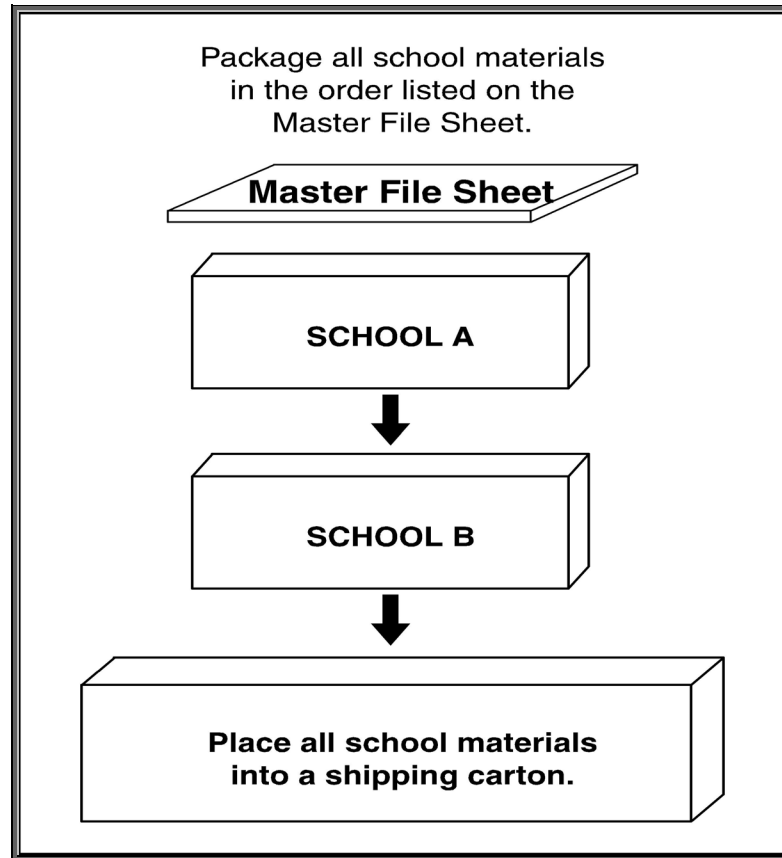
Fill in the total number of student materials for each grade by building. Number must be right-justified; enter leading zeros.

Fill in and grid if completing a blank SSID sheet.

Fill in and grid if completing a blank SSID sheet.

District Materials: Test coordinators/Special Education teachers are to organize and package all *Dakota STEP-A* scorable materials by school and grade and complete the Master File Sheet.

Packing Diagram for *Dakota STEP-A* District Materials



Complete the Master File Sheet (MFS)

The envelopes/boxes containing students' *Dakota STEP-A* assessment materials should be grouped by grade and by school in the order in which they are listed on the Master File Sheet. You may find it easier to start with the last school listed on the Master File Sheet and work backwards. The Master File Sheet should be placed at the top of Box 1 of your shipment. An example of a completed Master File Sheet is provided on the following page.

Examine the Master File Sheet to verify that all building names are preprinted. It is important to use the correct sheet. Do not change the preprinted name of the buildings on the Master File Sheet. If you feel a change is necessary, contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Write in the grade(s) submitted for each building and enter "1" under the "Number of Groups" column on the Master File Sheet. Next, enter the total number of student materials under the "Number of Documents" column on the Master File Sheet.

Retain a copy of the completed Master File Sheet for your records.

Example of a *Dakota STEP-A* Master File Sheet

Master File Sheet

Page 1

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAIN

ABERDEEN SD 12345
Telephone: (605) 555-1212

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM	1	1	1
		3	1	2
2600110	FUN HIGH			
2600111	FUN MID			

TOTALS: 2 3

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Organize and Pack *Dakota STEP-A* Assessment Materials

SCORABLE *Dakota STEP-A* Assessment Materials

Test coordinators must return ALL *Dakota STEP-A* scorable materials as soon as possible after testing is complete, **to arrive at Harcourt NO LATER THAN March 24, 2006.**

SCORABLE assessment materials should be returned to Harcourt with the **UPS “2nd Day Air”** and **HOT PINK “South Dakota Alternate Assessment Materials”** return label(s) affixed to each box. Complete all information on the **HOT PINK** label. If more than one box is needed, label the boxes serially. For example, a shipment of four boxes would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

When packing the envelopes containing scorable assessment materials for return to Harcourt, use boxes in which the envelopes will not shift, such as the dual-purpose cartons in which you received your assessment materials. The dual-purpose cartons in which your materials were shipped were designed to be used for both shipping materials to districts and returning materials to Harcourt. To use these cartons for returning your assessment materials—

1. fold down the flaps that were used to ship materials to you from Harcourt, then
2. fold down the flaps labeled “Affix Shipping Return Label Here,” and then
3. tape your cartons across the words “Tape Here.”

All empty space should be filled with crumpled paper. DO NOT use shredded paper or Styrofoam™ “peanuts,” as these will damage the assessment materials.

Scorable assessment materials must be sent as a SINGLE SHIPMENT to the Harcourt Scoring Center. Do NOT mix SCORABLE materials in with your shipment of NON-SCORABLE materials.

NON-SCORABLE *Dakota STEP-A* Assessment Materials

The following NON-SCORABLE test materials should be boxed and returned to Harcourt using **UPS “GroundTrak”** and **GREEN “non-scorable”** labels.

- *Dakota STEP-A Directions for Administering*
- *Dakota STEP-A unused Rating Forms*

Unused Data Collection Forms and SSID sheets may be returned to Harcourt or destroyed at the district/school level.

Affix the **“GroundTrak” UPS label(s)** and the **GREEN** return label(s) to the box(es) of **NON-SCORABLE** materials. Complete all information on the GREEN label. If more than one box is needed, label the boxes serially. For example, a shipment of four boxes would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

Ship Assessment Materials to Harcourt

Test coordinators are responsible for the return of ALL *Dakota STEP-A* assessment materials via UPS to:

**Harcourt Assessment
c/o AccuData Services, Inc.
17317 Bell North Drive
Schertz, TX 78154
Attn: Joan Patteson, Project Manager**

Pre-paid UPS labels are provided in your *Test Coordinator's Kit*. The labels are preprinted with the Scoring Center's delivery address and your district's information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Contact UPS toll-free to arrange for pickup: 1-800-214-0391

Contact UPS at least one day in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays. (Test coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

**Thank you for your time and effort ensuring the successful
administration of the *Dakota STEP-A* assessment.**

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Dakota STEP Administration

The *South Dakota State Test of Educational Progress (Dakota STEP)* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The South Dakota Department of Education requires annual administration of *Dakota STEP* to students in grades 3 through 8 and 11.

Spring 2006 Administration: Critical Dates

Dec. 16, 2005	Last day to notify the South Dakota Department of Education and Harcourt of Braille and large-print materials needed for the spring 2006 administration.
Feb. 27–Mar. 3, 2006	Pretest workshops
March 20, 2006	Scheduled delivery of <i>Dakota STEP</i> assessment materials
March 24, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
April 3–21, 2006	<i>Dakota STEP Administration</i>
April 26, 2006	LAST DAY for scorable documents to be picked up by UPS
April 28, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
May 26, 2006	Districts receive SAT 10 (NRT) reports (<i>Dakota STEP</i> CRT results are available in August).

Questions regarding the provision of assessment accommodations for LEP students should be directed to **Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us**.

Questions regarding the provision of assessment accommodations for students with disabilities should be directed to **Melissa Flor at 1-605-773-8195 or melissa.flor@state.sd.us**.

The foundation of the *Dakota STEP* is the *Stanford Achievement Test, Tenth Edition* which assesses student's knowledge of reading, language arts, mathematics, science, and social science. According to the *No Child Left Behind Act of 2001* (NCLB) and SDCL 13-3-55, schools are required to show improvement each year in student proficiency levels defined by the South Dakota Content Standards in reading and mathematics. To fully assess the South Dakota State Content Standards, reading and mathematics questions have been added to the *Stanford Achievement Test* to create the *Dakota STEP* which yields both norm-referenced and standards-based scores. Additional information about the *Dakota STEP* assessment can be found in the *Dakota STEP Interpretive Guide* available on the South Dakota Department of Education website (<http://doe.sd.gov/octa/assessment/docs/DakotaSTEPInterpretiveGuide>).

Private and alternative site schools which are classified as accredited or approved by the South Dakota Department of Education are to administer the *Dakota STEP*. Students who are state-placed or district-placed must be included in the State of South Dakota's Accountability Plan for *No Child Left Behind*. All students are required to be accounted for and included in local districts as appropriate. The cost of testing is covered by the State of South Dakota and a list of Private and Alternative site schools is available in *Appendix B*.

BIA schools will participate in the *Dakota STEP* as required by the Bureau of Indian Affairs. The cost will be covered by the State of South Dakota. BIA schools are expected to follow the same guidelines as public schools including keeping tests secure and returning test materials on time. Please review this *Test Coordinator's Handbook* thoroughly to ensure a successful administration of the *Dakota STEP*. A list of BIA schools is available in *Appendix B*.

***Dakota STEP* assessment materials are NOT to be used for Home School and other Non-accredited Alternative Instruction Programs.**

Home School and other Non-accredited Alternative Instruction Programs (13-27-3) are required to test grades 2, 4, 8, and 11 using the *Stanford Achievement Test Abbreviated Battery, Form D*. The *Stanford* test materials will be provided by the state and must be ordered through local school districts. For additional information, please refer to the Home School and other Non-Accredited Programs section of this *Test Coordinator's Handbook*.

Activities Before Administration

Assessment Materials Provided

- grade-specific *Dakota STEP* student test booklets
- grade-specific *Dakota STEP Directions for Administering*
- grade-specific *Dakota STEP* student answer documents (except for grade 3)
- Rulers:
 - large-scale rulers with ISBN number 9998103312 on the package should be distributed to students testing at grade 3 only
 - small-scale rulers with ISBN number 9998103320 on the package should be distributed to students testing at grades 4 through 8 and 11
- Mathematics reference sheets:
 - *Advanced* math reference sheets are to be distributed to grade 7 and 8 students.
 - *Task 1, 2, and 3* math reference sheets are to be distributed to grade 11 students.
- *Test Coordinator's Kit*, including:
 - Pre-ID labels (may arrive in a separate shipment)
 - Paper bands for securing answer documents
 - Scoring Service Identification (SSID) sheets
 - Master File Sheets
 - *Order for Optional Scoring Service* form
 - UPS shipping labels
 - ORANGE peel-and-stick return labels for scorable materials
 - GREEN peel-and-stick return labels for non-scorable materials

Receive and Inventory Assessment Materials

Verify the contents of the *Dakota STEP* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each teacher/examiner and student. A 10% overage is included in all test material shipments.

If there is a discrepancy between the packing list and the quantities received, or if additional assessment materials are needed, contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Separate the *Dakota STEP Directions for Administering* for use in your teacher/examiner training sessions. Organize the remaining assessment materials by teacher/examiner group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Harcourt.

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teachers/examiners are asked to report any questions or concerns regarding test security to you. As test coordinator, you should report any incident to the South Dakota Department of Education utilizing the *Report of Test Irregularity* form available in *Appendix A*.

Test security agreements and affidavits must be completed prior to the *Dakota STEP* administration. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will ensure the security of the content of all assessment materials.

Before the administration of the *Dakota STEP* assessment,

- 1. Fill in the title of the *Dakota STEP* assessment on the *Test Security Agreement* and the *Test Security Affidavit*.**
- 2. Review and sign the *Test Security Agreement* for test coordinators.**

Send the original *Test Security Agreement* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Send a copy of the original *Test Security Agreement* to:

South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Retain a copy of the *Test Security Agreement* for your records.

- 3. Copy, disseminate, and collect the *Test Security Affidavit* from all teachers/examiners prior to distributing assessment materials.**

Send the original *Test Security Affidavits* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Retain copies of the *Test Security Affidavits* for your records.

Schedule Assessment Dates and Times

Work with building coordinators and teachers/examiners to schedule *Dakota STEP* assessment sessions for your school/division within the statewide administration period of **April 3–21, 2006** (which includes any make-up sessions). Your schedule must allow time for the assembly and shipment of all scorable answer documents to arrive at Harcourt NO LATER THAN **April 28, 2006**. Work with building coordinators and/or teacher/examiners in each school to schedule administration dates and times.

Approximate testing times are provided for planning purposes only and are included in each of the grade-specific *Dakota STEP Directions for Administering*. Take into consideration that the *Dakota STEP* is a series of untimed subtests and students should be provided with as much time as they need to complete each subtest.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Word Study Skills	25 minutes	25 minutes					
Reading Vocabulary	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Reading Comprehension							
Session 1	55 minutes	55 minutes	55 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Session 2	55 minutes	55 minutes	55 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Mathematics Problem Solving							
Session 1	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Session 2	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Session 3	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	
Mathematics Procedures	45 minutes	45 minutes	45 minutes	30 minutes	30 minutes	30 minutes	
Mathematics							
Session 1							60 minutes
Session 2							60 minutes
Session 3							60 minutes
Language	40 minutes	40 minutes	40 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Science	40 minutes	40 minutes	40 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Social Science	40 minutes	40 minutes	40 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Total Time	8.5 hours	8.5 hours	8.1 hours	7 hours	7 hours	7 hours	6.5 hours

Provide Training for Teachers/Examiners

It is your responsibility to provide training for your school's teacher/examiners (and building coordinators) to ensure the successful administration of the *Dakota STEP*. This training should include information provided by the South Dakota Department of Education and Harcourt, this *Test Coordinator's Handbook*, and the teacher/examiner's *Dakota STEP Directions for Administering*.

Familiarize yourself with this section of the *Test Coordinator's Handbook* and the *Dakota STEP Directions for Administering* prior to your training session(s). Teacher/examiners should review the *Directions for Administering* prior to testing. You may wish to collect the *Directions for Administering* after training and then re-distribute them prior to testing to ensure that all teacher/examiners receive a copy for the administration.

The following topics should be reviewed during your training sessions:

- responsibilities of teacher/examiners
- test security, including the *Test Security Affidavit* for teachers/examiners
- assessment schedule
- preparation of appropriate assessment locations
- informing and preparing students for the assessment
- providing accommodations for students
- coding demographic information on student answer documents
- monitoring students during the administration
- use of classroom proctors/interpreters (if necessary)
- preparing and returning assessment materials

The *Dakota STEP* answer documents have been modified to coordinate with the "STOP" signs that appear in the students' test booklets. Teachers/examiners should ensure that students have completed each session before collecting their test materials and that the students resume testing by marking their answers in the correct area of their answer documents. If two or more subtests are administered in a single sitting, students should be given a rest period of at least 10 minutes between subtests.

The *Dakota STEP Directions for Administering* provide teachers/examiners with the following grade-specific information:

- assessment materials required for teachers/examiners and students
- grade-specific, approximate testing times for planning purposes
- guidelines for calculator use on the *Mathematics* subtest
- grade-specific instructions for the distribution and use of mathematics assessment manipulatives (rulers and reference sheets)
- instructions for completing student demographic information
- instructions for organizing, inspecting, and returning student answer documents and assessment materials
- instructions for completing SSID sheets (grades 3 through 5)

Student Identification Information

All students (including those with Pre-ID labels) should write their names (and other identification information) in Box 1 of the answer document. This will help teachers/examiners to identify students' answer documents easily throughout the testing session.

For students WITHOUT Pre-ID labels, or if the information on the Pre-ID label is incorrect, student demographic information must be completed by hand. Information on Pre-ID labels will override any hand-entered information. Instructions for completing boxes 1 through 8 are provided within the *Directions for Administering*.

Box 7 and 8 for Special Populations

Teachers/examiners should complete Box 7– SPECIAL TEST FORM and Box 8– ACCOMMODATIONS FOR SPECIAL POPULATIONS following the administration of the *Dakota STEP*.

Box 7: teachers/examiners must grid the appropriate circle if students were assessed with special versions of the *Dakota STEP*.

- **Large print**
- **Braille**

Box 8: teachers/examiners must grid the appropriate circle for students with:

- an active **IEP**
- **504** plan
- **LEP** status

AND

teachers/examiners must grid the appropriate circle for both reading and math regarding test administration

- **No Accommodations**
- **Standard Accommodations**

EXAMPLE A:

If a visually impaired student is assessed with the large print version of the *Dakota STEP*, the teacher/examiner would complete the following information:

- In box 7, grid the large print circle
- In box 8, grid the IEP circle and the standard accommodation circle for both Reading and Mathematics

EXAMPLE B:

If a student with a specific learning disability is assessed with a regular version of the *Dakota STEP* and only has standard accommodations in reading, the teacher/examiner would follow these instructions:

- Do not grid box 7
- In box 8, grid the IEP circle and the standard accommodation circle for Reading and no accommodation circle for Mathematics

Page 8

Guidelines for Calculator Use

All students should have access to school-owned or student-owned calculators for use on the appropriate *Dakota STEP* mathematics subtest. All students should be familiar with the calculator they are to use on the test. Permissible calculators may be used by students on the *Dakota STEP Mathematics Problem Solving* subtest at grades 4 through 8 as well as the grade 11 *Mathematics* subtest. Students may use any four-function, scientific, or graphing calculator, unless it has features described in the following **PROHIBITED** list. For models on the **PERMITTED WITH MODIFICATION** list, teachers/examiners will be required to modify some of the features of the calculator before it is used.

The following types of calculators are **PROHIBITED**:

- pocket organizers
- handheld or laptop computers
- electronic writing pads or pen-input devices—*The Sharp EL9600 is permitted for use because it is not considered a pen-input device.*
- calculators built into cellular phones or other wireless communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—*Calculators with letter keys not in QWERTY format are permitted.*
- calculators with built-in Computer Algebra Systems—**Prohibited** calculators in this category include **all** calculators in **all** of the following series:
 - Casio CFX-9970G and Algebrax2.0 have built-in Computer Algebra Systems.
 - Texas Instruments TI-89 and TI-92 (including TI-92 Plus). All calculators in the Texas Instruments TI-92 series are prohibited because they have QWERTY (typewriter) keyboards and built-in Computer Algebra Systems.
 - Hewlett-Packard HP-40G and HP-49G. Calculators in the Hewlett-Packard HP-38G series and HP-48G series may be used only if the infrared communications port is covered with heavy, opaque material.

The following types of calculators are **PERMITTED WITH MODIFICATION** as follows:

- calculators with paper tape—*Remove the tape.*
- calculators that make noise—*Turn off the sound feature.*
- calculators that can communicate wirelessly with other calculators—*Completely cover the infrared data port with heavy, opaque material*
- calculators that have power cords—*Remove all power/electrical cords.*

On the day of testing, teachers/examiners should check each student's calculator to verify that it is a permitted type, and monitor its use to ensure that the student uses a backup calculator only if a primary calculator fails, does not share calculators, and does not store test materials in the calculator's memory. If the calculator has characters one-inch high or larger, or a raised display, teachers/examiners may seat students where no other student can see the calculator.

Assessment of Limited English Proficient Students

All identified limited English proficiency (LEP) students in grades 3 through 8 and 11 must participate in the *Dakota STEP*. (Title I, Part A, Section 1111 of the *No Child Left Behind Act of 2001*). Academic assessment of eligible LEP students must be accomplished in English for those LEP students who have attended school in the United States for 3 or more consecutive school years. If the student has fewer than 3 consecutive school years in the United States, they are to take the assessment in the language and form most likely to yield accurate data. In South Dakota, students are provided accommodations as the *Dakota STEP* is only provided in English.

LEP students in their first year of enrollment in a school in the United States are not required to take the *Dakota STEP Reading* subtests if that student has participated in the annual *Dakota English Language Proficiency (Dakota ELP)* assessment. Participation in the *Dakota ELP* test will constitute participation in *Dakota STEP Reading* for purposes of determining Adequate Yearly Progress (AYP). Students, who enroll for the first time in a school in the United States after the testing window for *Dakota ELP* annual progress has ended, will meet participation requirements for reading through the completion of the LEP eligibility assessment of the LAS or the IPT.

LEP students in their first year of enrollment in a school in the United States are required to take the *Dakota STEP mathematics* assessment, indicating participation for AYP determination. The results of the mathematics assessment for LEP students in their first year of enrollment in a United States' school will not be included in the determination of AYP for the school, district, or state, even if the student meets the requirements of attendance for a full academic year.

It is possible for a student who is classified as limited English proficient to be enrolled in a district or building that does not provide Title I services. The identified student must still be provided services that meet his or her unique, individual educational needs, and be included in the state's testing program. (The provision of individual educational needs does not mean that the student must be enrolled in a "special education" program. That is a separate identification and service delivery process).

Questions regarding the provision of accommodations for LEP students should be directed to
Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us.

Assessment Accommodations for LEP Students

Test Coordinators are urged to plan ahead when involved in the accommodation of students with special needs. Since every student is different and language abilities and needs vary widely, any testing accommodation made available to one student will not necessarily be applied universally.

Prior to the administration of the *Dakota STEP*, districts should determine each LEP student's need for special accommodations that are most likely to yield accurate and reliable information on what students know and can do in the subjects tested. Such determinations should be made by LEP teams comprised of teachers, counselors, and administrators with specific knowledge of the student involved on an individual basis.

Listed below are some general guidelines for LEP teams to consider in determining accommodations for individual students.

- the student's ability to comprehend and follow standard instructions delivered in English (whether oral or written) as compared to another language
- the student's ability to comprehend and appropriately respond to standard test items written in English
- the language that will best allow the student to demonstrate his or her proficiency in the skill(s) being tested
- timing or pacing variations that may assist in English comprehension
- responsive variations that may minimize English-language limitations
- encoding or decoding assistance including interpreters or translators

If it is determined that an LEP student will participate in the *Dakota STEP* with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. A student's LEP team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. Decisions should be documented in writing and maintained in the student's permanent file.

Assessment accommodations that an LEP team might consider are: word lists/glossaries, simplified directions, small group/individual administrations, and other accommodations based on the student's needs.

The following information is not provided in the *Dakota STEP Directions for Administering*.
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Assessment Accommodations for LEP Students

Category	Accommodation	Standard Administration
Scheduling	Time of day	X
	Breaks between subtests	X
	Breaks within subtests	X
Setting	Small group	X
	Individual setting	X
	Environmental modifications: Location with minimal distractions Noise buffers Preferential seating	X
Presentation Format	Repeating directions	X
	Simplifying directions	X
	Calculator use allowed for the <i>Mathematics Problem Solving</i> subtest at grades 4 through 8 and the <i>Mathematics</i> subtest at grade 11 (disable device's programming capability)	X
	Test questions read aloud to student*	X
Response Format	Visual aids (templates, masks, or markers)	X
Other	Use of dictionaries	X
	Use of word lists/glossaries	X

***Questions from the following subtests may be read aloud to students:**

Reading Vocabulary

Reading Comprehension (test questions only)

Mathematics Problem Solving (grades 3 through 8)

Mathematics Procedures (grades 3 through 8)

Mathematics (grade 11)

Language

Science

Social Science

Assessment Accommodations for Students with Disabilities

The *Individuals with Disabilities Education Act of 2004* (IDEA) requires the development of policies and procedures for the inclusion of students with disabilities in state- and district-wide assessments and, when necessary, the provision of accommodations for such students. Individualized Education Programs (IEPs) must include accommodations that are necessary in order for the child to participate in assessments. A student who is perceived to have a disability based on Section 504 of the *Rehabilitation Act of 1973* (Section 504) must also be afforded accommodations if those accommodations are part of the services provided in the student's Section 504 Plan.

Decisions about whether a student participates in the *Dakota STEP* assessment under the prescribed standardized group-testing conditions recommended by Harcourt, or participates with accommodations, must be made on an individual basis by the student's IEP or Section 504 team. These decisions are not made unilaterally; the team involved in the decision-making process must be the student's IEP or Section 504 team.

If it is determined that a student with a disability can participate in the *Dakota STEP* assessment with standard accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. This information must be included in the student's IEP or addressed in the student's Section 504 Plan. The parent/guardian of the student must be made aware of the decision during the development of the student's IEP or Section 504 Plan.

If it is determined that a student with a disability cannot participate in the *Dakota STEP* assessment with standard accommodations, the student must be assessed utilizing the *Dakota STEP-A* (Alternate Assessment). The IEP team must document their decision in the student's IEP.

Questions regarding the provision of assessment accommodations should be directed to Melissa Flor at 1-605-773-8195 or melissa.flor@state.sd.us

Assessment Accommodations for Students with Disabilities

Accommodations in the instructional process should be used, when necessary, for assessing students. Accommodations in test administration are provided to allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than to reflect their impairment. Although test accommodations provide students with an equal opportunity to demonstrate their skills and knowledge, they do not guarantee equal outcomes. An appropriate or reasonable accommodation should not interfere with the interpretation of a student's score.

Professional judgment and experience play important roles in any decision concerning which accommodation is needed, the extent to which it is needed, and for which student.

General guidelines for the IEP or Section 504 teams to consider:

- Does the accommodation fit the student's instructional process and areas of strength and weakness rather than the category of disability? (For example, not all students with learning disabilities have reading problems and therefore, not all require that math problems be read to them.)
- Does the student's IEP or 504 Plan call for the same or a similar accommodation for class work?
- Is this an accommodation that is typically provided for the student during instruction and assessment in the general classroom?
- Is the student sufficiently skilled to use this accommodation with ease or will the accommodation serve as an impediment? This question is especially pertinent when considering the use of technology or assistive technology devices. (For example, a student is allowed to use a word processor as an accommodation during testing, but the student is not sufficiently skilled to use it with ease, speed, and confidence, thereby hampering his or her performance.)
- Is the accommodation **necessary** for this child? (For example, a student with ADD/ADHD who reads well may not need math problems read to him or her but may require small-group administration of the test so the teacher can keep the student on task.)

Standard Accommodations for Students with Disabilities

Timing/Scheduling

- **Time of day most beneficial to students**
Some students with health problems and/or medication schedules benefit by being tested at particular times of the day (e.g., first thing in the morning, immediately following medication). It is permissible to test at a time that is most beneficial to the student.
- **Frequent breaks within a subtest**
If factors such as mental and/or physical fatigue or disruptive behavior present a problem, it is acceptable to plan breaks within one sitting of the test administration or to spread out test activities over several sittings. Care should be taken, however, to ensure that students do not have an opportunity to share and/or compare test information during breaks that are provided.

Setting for Administration

- **Test individually**
Students may be tested individually, as necessary, for teacher supervision and support and/or for the provision of other accommodations. If it is likely that a student will be easily distracted or disruptive during the test administration, it would be appropriate to test that student individually. If a student becomes disruptive unexpectedly during testing, it is permissible to remove the student from the test setting so that other students may proceed with the test undisturbed. The disruptive student should be calmed down and the test continued separately, whenever possible.

- **Home/Hospital**

If a student on an IEP or 504 Plan is unable to participate in the assessment at the school, it is acceptable to send school personnel to the student to administer the test.

- **Environmental Modifications**

Students should be tested using the adaptive or special furniture that they normally use in the course of daily instruction (e.g., special tables, chairs, slant boards). Students may be tested using special lighting, amplification, or noise-buffering devices as necessary, as employed for classroom instruction, and as outlined in their IEPs.

Presentation Format

- **Braille and large-print (18-point text)** versions of the *Dakota STEP* test booklets and enlarged answer documents are available for students who are visually impaired. Test materials will be sent separately to examiners administering Braille and/or large-print versions of the test. As soon as the need for such accommodations is identified, requests for Braille and large-print test versions should be communicated to **Melissa Flor at 1-605-773-8195 or melissa.flor@state.sd.us.**
- **Sign Language Interpreters** may assist in test administration by giving directions and clarifying information as provided in the *Directions for Administering*. Students who are deaf or hearing-impaired may have the *Dakota STEP* administered individually.
- **Talking Calculators** may be used as long as the student is tested individually or with the use of headphones.
- **Readers may only be provided when identified on a student's IEP or Section 504 Plan** to allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than reflecting their impairment. For example, allowing a student with dyslexia to have word problems read to him or her during the math test is an appropriate accommodation for this student because math skills, not reading, are being assessed. However, reading the *Reading Comprehension* test passages to this same student would be an inappropriate accommodation. **Reading the *Reading Comprehension* test passages aloud creates a listening comprehension test, and is not permitted.** Reading the *Reading Comprehension* test questions aloud to the student is permissible. In addition, the *Word Study Skills* subtest (at grades 3 and 4) may not be read aloud to students.

Response Format

- **Transcription of Student Responses**

This accommodation is available for students who are unable to mark their answers on the regular-print *Dakota STEP* answer document.

- School personnel may grid students' verbal responses to multiple-choice items on the regular-print *Dakota STEP* answer document.
- School personnel may transcribe students' responses marked in the test booklets and/or on the large-print answer documents to the regular-print *Dakota STEP* answer documents.

The following information is not provided in the *Dakota STEP Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Assessment Accommodations for Students with Disabilities

Category	Accommodation	Standard Administration
Timing/ Scheduling	Time of day most beneficial to students	X
	Frequent breaks within a subtest	X
Setting/ Administration	Test individually	X
	Home/hospital setting	X
	Environmental modifications: Special lighting Adaptive or special furniture Location with minimal distractions Noise buffers Carrels Special seating	X
	Repeating directions	X
	Simplifying directions	X
Presentation Format	Sign language (ASL, cued speech) for directions	X
	Visual aids (magnifiers, templates)	X
	Large-print (18 pt. text) test booklets and answer documents	X
	Braille test booklets	X
	Audio amplification equipment	X
	Audio tape*	X
	Test questions read aloud to student*	X
	Abacus for visually impaired (VI) students	X
	Talking calculators provided the student is tested individually or with the use of headphones.	X
	Visual aids (graph paper, templates, rulers)	X
	Amplification equipment (hearing aid, auditory trainer)	X
Response Format	Large-diameter pencil, pencil grip, special pencil or pen	X
	Large-print answer document (transcribed to regular-print answer document)	X
	Braille (transcribed to regular-print answer document)	X
	Oral, sign language, or tape-recorded responses (transcribed to regular-print answer document)	X
	Assistive or augmentative technology	Varies
	Mathematics manipulatives	Varies

***Questions from the following subtests may be read aloud to students:**

Reading Vocabulary
Reading Comprehension (test questions only)
Mathematics Problem Solving (grades 3 through 8)
Mathematics Procedures (grades 3 through 8)
Mathematics (grade 11)
Language, Science, and Social Science

Administering the *Dakota STEP* Large-print Version

Large-print versions of the *Dakota STEP* are available for visually-impaired students whose IEP's call for such test materials. The large-print test booklets are enlargements of the regular-print test booklets that are produced in black and white. No changes have been made to the items or to the number of items. However, when necessary for clarity and readability, the art has been adapted or revised.

There are no separate norms for interpreting the scores of students who are administered large-print versions of the *Dakota STEP*. The standard published norms are used. Reports resulting from the administration of the large-print versions will be identical to all other South Dakota School Testing Program reports.

The large-print versions of the test will be sent to each district that requests large-print test materials. For each large-print test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

The large-print test booklets are assigned a security number for inventory purposes. Like all other test forms, the large-print versions must be kept secure in a locked area when not in use. Teachers/examiners must sign the *Test Security Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate large-print test booklets to each building. The shipment will include one copy of procedures for each large-print test. If the correct number of large-print tests is not received, or if there is a problem with the security number assignments, contact the Harcourt Customer Support Center at 1-800-763-2306.

Students testing with the large-print version should have sufficient work space to accommodate an open 11" x 17" test book and/or answer document. Special consideration should also be given to lighting conditions for low-vision students.

In most cases, a student's sight/vision disability precludes his/her ability to use a regular-print, answer document. The teacher/examiner and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the large-print test booklet or large-print answer document with a pencil, pen, crayon, or respond in typewriting. After testing is complete, the teacher/examiner must then transcribe the student's responses to a regular-print *Dakota STEP* answer document.
- If a student is tested individually, he or she can respond orally to the teacher/examiner who should mark the student's responses on a regular-print *Dakota STEP* answer document as the test is administered.

Teachers/examiners must ensure that the student identification information on the *Dakota STEP* answer document is completed accurately by marking the Large Print circle in box 7 and completing student identification and accommodation information in box 8.

Administering the *Dakota STEP* Braille Version

Braille versions of the *Dakota STEP* are available for students whose IEPs call for such test materials. Items that cannot be Brailled without modifications have been identified and either eliminated due to practical necessity, or revised in order to make translation possible. Raw score to scaled-score conversions have been developed ONLY for the tests in which some of the original items were deleted. The scaled scores for the remaining tests are determined using the same tables that are used for regular scoring.

The Braille versions of the *Dakota STEP* will be sent to each district that requested Braille testing materials. For each Braille test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

All volumes of each Braille test are packaged together and assigned a security number for inventory purposes. Like all other test forms, the Braille versions must be kept secure in a locked area when not in use. Teachers/examiners must sign a *Test Security Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate Braille test booklets to each building. The shipment of test materials will include one copy of procedures for each Braille test. If the correct number of Braille tests is not received, or if there is a problem with the security number assignments, contact the Harcourt Customer Support Center at 1-800-763-2306.

Before beginning each subtest, teachers/examiners should provide students with all materials and equipment needed for testing (e.g., low-vision aids, slate and stylus, Cranmer modified abacus, Braille writers/typewriters). The teacher/examiner should have available Braille paper, typing paper, pens, pencils, crayons, and place holders.

In most situations, a student's sight/vision disability precludes the ability to use a regular-print answer document. In such cases, the teacher/examiner and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the Braille book with a pencil, pen, or crayon. The student may respond in handwriting, typewriting, or Braille. When the student completes the test, his or her answers must be transcribed to a regular-print *Dakota STEP* answer document. The teacher/examiner must ensure that the transcribed responses are in direct correlation to the question being answered.
- A student may be tested individually in a setting where an oral response can be given to the teacher/examiner. In such cases, the teacher/examiner will mark the student's responses directly on the regular-print *Dakota STEP* answer document.

The response to a specific question must be marked on that specific question's answer grid on the regular-print *Dakota STEP* answer document. The answer grids for items omitted from the Braille version should remain blank.

Teachers/examiners must ensure that the student identification information on the *Dakota STEP* answer document is completed accurately by marking the Braille circle in box 7 and completing student identification and accommodation information in box 8.

Braille and Large-print *Dakota STEP* Test Materials

The Braille and large-print test materials must be kept separate from the regular test materials and returned to the test coordinator after testing is complete. The scorable, regular-print answer documents transcribed for students testing with the Braille or large-print versions of the *Dakota STEP* are to be placed with the scorable, regular-print answer documents, within classroom/grade, and by building. The test coordinator should check the inside of each Braille test booklet to ensure that the regular-print, scorable answer document has been removed.

BRaille AND LARGE-PRINT SCORABLE ANSWER DOCUMENTS

The scorable answer documents transcribed for students tested with the Braille and large-print versions of the *Dakota STEP* should be placed on top of the stack of regular-print scorable answer documents (by classroom/grade) and included in the NUMBER OF DOCUMENTS section of the SSID sheet.

BRaille AND LARGE-PRINT TEST MATERIALS

ALL Braille test booklets, large-print test booklets, and large-print answer documents should be returned to
JR Zengler
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Distribute Assessment Materials to Teachers/Examiners

Test coordinators are to maintain an accurate record of assessment materials distributed to each teacher/examiner. Emphasize the importance of maintaining test security throughout the administration as well as following the instructions provided in this *Test Coordinator's Handbook* and the *Directions for Administering*. Distribute the SSID sheets and paper bands to building coordinators and/or teachers/examiners for use in organizing and returning completed response booklets.

Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *Dakota STEP Directions for Administering* are adhered to and be available to answer questions and resolve problems. Utilize the *Test Irregularity Form* found in *Appendix A* to document and resolve any test security issues with the South Dakota Department of Education.

Activities After Administration

Collect Assessment Materials

Collect all scorable student answer documents and all assessment materials from building coordinators and/or teachers/examiners. Separate the scorable answer documents from the non-scorable assessment materials and continue with the verification and organization process of the scorable documents.

Organize Student Answer Documents

Organize the scorable documents by building. As you organize the student answer documents, ensure that

- the students' responses have been made with a black, soft-lead (No. 2) pencil. Light marks and marks made with colored pencil, ink, or felt-tip pen cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil.
- the answer documents are verified for completeness and accuracy of student identification information, especially if pre-ID labels are not used and information is completed by teachers/examiners or students.
- the student information that is written above the circles in each box of the answer document is accurately gridded below the information.
- the Student Number section is completed and fully gridded on every answer document without a pre-ID label.
- completed scorable answer documents have been received from ALL teachers/examiners and/or building test coordinators.

Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Scoring Service Identification (SSID) sheets are scanned documents used to verify the number of answer documents to be scored. Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *Dakota STEP* assessment. Corrections to pre-filled or hand-entered information are not permissible; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

The following information must be completed on SSID sheets:

SIDE 1:

- | | |
|---|---|
| (A) GRADE | Print the grade. |
| (B) TEACHER, COUNSELOR OR GROUP | Print the name of the Teacher (grades 3, 4, & 5). |
| (C) GRADE | Fill in the circle for the grade. |
| (D) NUMBER OF DOCUMENTS | Fill in the total number of answer documents for the particular group (class for grades 3–5 and building for grades 6–8 & 11). Number must be right-justified; enter leading zeros. |
| (E) OTIS-LENNON
SEPARATE DOCUMENTS
TAKEN: YES / NO | Mark NO for grades 4–8 & 11.
Mark NO for any off-grade testing at grades 9, 10, or 12.
Mark YES for grades 1, 2, and 3 if OLSAT [®] 8 was administered. |
| (F) SCORING CENTER USE | HOME SCHOOLS ONLY
Grid “8” in columns 1, 2, and 3. |
| (G) SCORING CENTER USE | ALL OTHER NON-ACCREDITED
Grid “9” in columns 1, 2, and 3. |

SIDE 2: (Grade 3 through 5 classrooms ONLY)

- | | |
|---|---|
| (H) IF YOU ARE USING THIS
SIDE, MARK THIS CIRCLE | Fill in this circle. |
| (I) TEACHER, COUNSELOR OR
GROUP NAME | Print name in boxes then fill in circles under each letter. |
| (J) GROUP CODE (Optional) | Print teacher certification number. |

 IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE. 

[illegible]

①

TEACHER, COUNSELOR, OR GROUP NAME

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

[illegible]

(J)

GROUP CODE (optional)

	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
2	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1
3	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2
4	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3
5	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4
6	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5
7	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6
8	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7
9	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8

ISBN 015-4999-23-7



GRADES 3 THROUGH 5:

Teachers/examiners are to complete side 1 and side 2 of the SSID sheet with their classroom information and return students' answer documents, paper banded together, with an SSID sheet on top.

Test coordinators are to verify that each teacher/examiner has completed an SSID sheet for each classroom and that an SSID sheet for each classroom is on top of the stack of answer documents for that classroom within the paper band. Verify that the NUMBER OF DOCUMENTS section is completed on each SSID sheet. Organize the answer documents for each classroom so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Check that different classroom groups (grades 3 through 5) are NOT paper banded behind a single SSID sheet. Enter the total number of classroom groups for each grade and the total number of answer documents for each grade within each building on the Master File Sheet.

GRADES 6 THROUGH 8, AND 11:

Teachers/examiners are to complete the information on the paper band and return their students' answer documents.

Test coordinators are to total the number of answer documents returned from ALL Teachers/Examiners by grade and complete one SSID sheet for the total number of answer documents for each grade within each building. Ensure that the NUMBER OF DOCUMENTS section is completed on the SSID sheet. Place the SSID sheet for each grade on top of the stack of answer documents within the paper band. Organize the answer documents for each grade so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Enter the total number of answer documents on the Master File Sheet.

Verify and/or complete the SSID Sheets ensuring the following:

- the school name has been gridded/pre-filled correctly and is the same as it appears on the Master File Sheet
- the appropriate grade section has been gridded
- each SSID Sheet has the correct number of documents entered and gridded
- all paper-banded bundles have completed information on the paper band

Complete the Master File Sheet

Examine the Master File Sheet(s) received in your *Test Coordinator's Kit* to verify that all building names are preprinted. It is important to use the correct sheet. Do not add or change any of the preprinted information on the Master File Sheet. Contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com for a corrected Master File Sheet.

Enter the total number of grade 3, grade 4, and grade 5 classroom groups (each with its own SSID sheet) for each building under the “Number of Groups” column on the Master File Sheet. Add the total number of documents present in all groups and enter the total number of answer documents to be scored under the “Number of Documents” column on the Master File Sheet.


Enter the total number of grade 6–8 and 11 groups for each building, using only one SSID Sheet. Enter “1” for each building under the “Number of Groups” column on the *Master File Sheet*. Next, enter the total number of answer documents present in all paper-banded bundles for each grade under the “Number of Documents” column on the *Master File Sheet*.

If no students were tested in a building at a particular grade, enter “0” on that line under each column of the *Master File Sheet*. Enter the total number of groups and the total number of documents to be scored on the “Total” line.

Retain a copy of the completed *Master File Sheet* for your records.

An example of a completed Master File Sheet is provided on the following page.

Example of a *Dakota STEP* Master File Sheet



Harcourt Assessment
Master File Sheet

Page 1

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAIN

ABERDEEN
Telephone: (605) 555-1212

Number of paper-banded
bundles of answer documents

Total number of answer documents.
Verify the total **NUMBER OF DOCUMENTS** entered on SSID sheet with **actual count of student answer documents**.

SD 12345

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM	03	3	25
		04	3	23
		05	4	32
		06	0	0
2600110	FUN HIGH	07	0	0
		08	0	0
		11	1	33
2600111	FUN MID	06	1	32
		07	1	32
		08	1	33
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Total entries in both columns.</p> </div>				
TOTALS:			14	210

For
Scoring
Center
Use

Receiving Number

Testing Program

Order Number

Est N-Count

Date Received

Complete the *Order for ON-GRADE Optional Scoring Services (OSS)* Form

Districts requesting optional scoring services or reports must complete the *Order for Optional Scoring Services (OSS)* form.
The completed OSS form should be attached to the *Master File Sheet* and returned in Box 1 of the scorable test materials.

Districts will automatically receive the following NRT score reports:

- ✓ Student Reports with Narrative
- ✓ Student Record Label
- ✓ Home Report
- ✓ Master List of Test Results
- ✓ Master List Summary
- ✓ Administrator's Data Summary
- ✓ Group Report
- ✓ Disaggregated Group Report
- ✓ Item Analysis Summary Report

Additional score reports can be ordered at the district's expense by completing the order form for **ON-GRADE *Optional Scoring Services (OSS)*** for the following:

- OPTIONAL REPORTS or SERVICES for *Stanford Achievement Test Abbreviated Battery*
- OPTIONAL REPORTS or SERVICES for OLSAT[®]8 TESTING
(if administered with the *Dakota STEP*)

Optional services may be ordered on the ON-GRADE OSS Form at the district's expense. When ordering optional scoring services, the Scoring Center requires a purchase order number or an authorizing signature before reports can be released.

The *Order for ON-GRADE Optional Scoring Services (OSS)* form for the *Dakota STEP Assessment* is included in your Test Coordinator's kit and available on the following pages for reference.

Retain a copy of the completed ON-GRADE OSS form for your records.

SOUTH DAKOTA ACHIEVEMENT AND ABILITY TESTING PROGRAM

Order Form for ON-GRADE Optional Scoring Services (OSS)

Stanford 10 / OLSAT[®]8 SPRING 2006

Grades 3 • 4 • 5 • 6 • 7 • 8 • 11

Please check the appropriate box(s) below and enclose the original OSS form attached to the *Master File Sheet* in Box 1 of the *Dakota STEP* scorable materials shipment. Retain a photocopy for your files. Follow the instructions for organizing, packaging, and shipping scorable answer documents as outlined in the *Test Coordinator's Handbook*. All scorable answer documents for grades 3, 4, 5, 6, 7, 8 and 11 must be included in one shipment to prevent possible delays in processing.

District _____

OPTIONAL REPORTS or SERVICES for *Stanford 10* Abbreviated Test Results are requested:

☐ **YES** -Mark this box if requesting optional reports or services.
See selected reports and prices on the following page.

☐ **NO**

OPTIONAL OLSAT[®]8 On-Grade Tests were administered:

☐ **YES** -Mark this if you administered OLSAT[®]8 with the *Dakota STEP*.
See selected reports and prices on the following page.

☐ **NO**

Complete the following information if requesting optional reports or services.

DISTRICT INFORMATION:		
(_____) _____		
Phone Number		

District Test Coordinator		

Name of School District		

Street Address (No P.O. Box Number Please)		

City	State	Zip

SEND INVOICE TO:		

Name of School District		

Address		

City	State	Zip

Purchase Order Number*		

Authorized Signature		Date

*NOTE: When ordering Optional Scoring Services, the Scoring Center requires a Purchase Order number or an authorizing signature before reports can be released.

<p align="center">NOTE: ATTACH THIS ON-GRADE OSS FORM TO THE <i>DISTRICT MASTER FILE SHEET</i> AND PLACE BOTH AT THE TOP OF BOX 1 OF THE <i>DAKOTA STEP</i> SCORABLE TEST MATERIALS SHIPMENT.</p>

For Scoring Center Use	Receiving Number	Order Number		Date Received
	Testing Program SD00n	Est. N-Count	Edit Number	Cart Number

SOUTH DAKOTA ACHIEVEMENT AND ABILITY TESTING PROGRAM

Stanford Achievement Test Abbreviated Battery: NRT OPTIONAL REPORTS FOR ON-GRADE Grades 3 • 4 • 5 • 6 • 7 • 8 • 11

Please mark the box(s) for the optional report(s) you wish to order. If there are options offered with the report you are ordering, make sure to circle the appropriate option.

<p>Student Data* (IBM Format)</p> <p><input type="checkbox"/> Diskette 1.4 MB \$1.00 per student</p> <p><input type="checkbox"/> CD ROM \$1.00 per student</p> <p>*Will include OLSAT®8 data if it was administered</p>	<p><input type="checkbox"/> Ranked List of Three Scores</p> <p>Circle only one choice for ranking order: High to low Low to high</p> <p>Circle only three ranking variables: Total Reading Total Math Total Language Basic Battery Complete Battery Total OLSAT®8</p> <p>Circle only one choice for grouping: Class \$1.20 per student School \$1.20 per student District \$1.20 per student</p> <p>Circle the appropriate choices below.</p> <p>Stanford Scores: N/PR-S, N/NCE, and SS</p> <p>Total OLSAT®8 Scores: RS, SAI, N/PR-S (when OLSAT®8 variable selected)</p> <p>If no options are circled, the Ranked List will be produced as follows: High to Low, Ranked on Total Reading, Total Math, and Total Language; and grouped by school.</p>
<p>Summary Data* (IBM Format)</p> <p><input type="checkbox"/> Diskette 1.4 MB \$1.00 per student</p> <p><input type="checkbox"/> CD ROM \$1.00 per student</p> <p>*Will include OLSAT®8 data if it was administered</p>	
<p>Other Reports</p> <p><input type="checkbox"/> Student Report with Narrative \$1.20 per student</p> <p><input type="checkbox"/> Group Report</p> <p><input type="checkbox"/> Class \$0.75 per student</p> <p><input type="checkbox"/> School \$0.75 per student</p> <p><input type="checkbox"/> District \$0.75 per student</p>	

OLSAT®8 OPTIONAL REPORTS for ON-GRADE

Grades 3 • 4 • 5 • 6 • 7 • 8 • 11 (if administered)

Please mark the box(s) for the optional report(s) you wish to order. If there are options offered with the report you are ordering, make sure and circle the appropriate option.

Grades at which OLSAT®8 was administered:

- | | | | |
|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Grade 3* | <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 6 |
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 11 | |

* Scorable OLSAT®8 test booklets must be used at Grade 3. Students in grades 4, 5, 6, 7, 8, and 11 can mark their OLSAT®8 responses on the *Dakota STEP* answer document.

A charge of \$2.25 per student in the 3rd grade and \$1.20 per student in grades 4–8, and 11 tested with OLSAT®8 will be assessed to each district that includes OLSAT®8 testing in the *Dakota STEP* grades. Schools will receive an OLSAT®8 Summary Report, and OLSAT®8 scores will be included on all *Stanford 10* Abbreviated Battery reports except the Home Report.

Check the box(s) next to the Optional Reports you choose to order.

<p><input type="checkbox"/> OLSAT®8 Student Report ** \$ 0.95 per student</p> <p>(RS, SS, SAI, AGE-PR-S, AGE-NCE, N-PR-S, N-NCE) (circle five of the seven available scores)</p>	<p><input type="checkbox"/> OLSAT®8 Group Reports **</p> <p><input type="checkbox"/> Class Level \$0.65 per student</p> <p><input type="checkbox"/> School Level \$0.65 per student</p> <p><input type="checkbox"/> District Level \$0.65 per student</p>
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** Charges for these reports will be in addition to the per-student charges.

Organize *Dakota STEP* Test Materials

SCORABLE *Dakota STEP* Answer Documents

Test coordinators must return ALL scorable *Dakota STEP* answer documents as soon as possible after testing is complete, **to arrive at Harcourt NO LATER THAN April 28, 2006**. Be sure to include the following documents paper-banded with SSID sheets by classroom or grade.

- completed scorable Grade 3 test/response booklets including test/response booklets transcribed for students assessed with the Braille and large-print versions
- completed scorable answer documents for grades 4 through 8 and 11 including answer documents transcribed for students assessed with the Braille and large-print versions

Scorable answer documents should be returned to Harcourt using UPS “2nd Day Air” and ORANGE “Scorable Test Materials” labels.

NOTE

Scorable answer documents must be sent as a SINGLE SHIPMENT to the Harcourt Scoring Center.

Do NOT mix SCORABLE answer documents in with your shipment of NON-SCORABLE test materials.

NON-SCORABLE *Dakota STEP* Test Materials

The following non-scorable test materials should be boxed and returned to Harcourt using UPS “GroundTrak” and GREEN “non-scorable” labels.

- unused grade 3 test/response booklets
- *Dakota STEP* regular-print test booklets for grades 4 through 8 and 11
- *Dakota STEP Directions for Administering* (all grades)
- unused answer documents

ALL used/unused Braille test booklets, large-print test booklets, and large-print answer documents should be packaged in separate cartons and returned to:

**JR Zengler
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259**

Pack SCORABLE *Dakota STEP* Answer Documents

The *Dakota STEP* answer documents should be packed by school and grade in the order in which they are listed on the *Master File Sheet*—the first grade for the first school listed on the *Master File Sheet* should be at the top of the first box. You may find it easier to start with the last school listed on the *Master File Sheet* and work backwards. The *Master File Sheet* should be placed at the top of Box 1 of your shipment. **If optional scoring services are requested**, the completed ON-GRADE OSS form should be attached to the *Master File Sheet* in Box 1 of the shipment of scorable *Dakota STEP* answer documents.

When packing scorable answer documents for return to Harcourt, use boxes in which the answer documents will not shift, such as the dual-purpose cartons in which you received your test materials. The dual-purpose cartons in which your test materials were shipped were designed to be used for both shipping test materials to districts and returning test materials to Harcourt. To use these cartons for returning your test materials—

1. fold down the flaps that were used to ship materials to you from Harcourt, then
2. fold down the flaps labeled “Affix Shipping Return Label Here,” and then
3. tape your cartons across the words “Tape Here.”

All empty space should be filled with crumpled paper. DO NOT use shredded paper or Styrofoam™ “peanuts,” as these will damage the answer documents.

Pre-paid UPS shipping labels as well as ORANGE and GREEN Harcourt return labels are provided in your Test Coordinator’s kit. The UPS labels have been preprinted with the delivery address of Harcourt’s Scoring Center and your district’s information.

Affix the “**2nd Day Air**” UPS label(s) and the **ORANGE** “South Dakota Stanford 10/*Dakota STEP* Statewide Assessment” return label(s) on the box(es) of MACHINE-SCORABLE answer documents. Complete all information on the ORANGE label. If more than one carton is needed, label the boxes serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

Place the ENVELOPE(S) containing SAT 10 scorable answer documents from Home School and other Non-Accredited programs in Box 1 of your shipment of *Dakota STEP* assessment materials. Refer to additional information and instructions in the *Stanford Achievement Test* for Home School and Non-Accredited Programs section.

Pack Non-Scorable *Dakota STEP* Assessment Materials

Return the following non-scorable assessment materials to Harcourt after the administration.

- All UNUSED Grade 3 *Dakota STEP* test booklets
- All USED and UNUSED *Dakota STEP* test booklets from grades 4 through 8 and 11
- All *Dakota STEP Directions for Administering*
- All UNUSED *Dakota STEP* answer documents

Unused SSID sheets may be returned to Harcourt or destroyed at the district/school level.

Affix the “**GroundTrak**” UPS label(s) and the **GREEN** “South Dakota Stanford 10/ *Dakota STEP* Statewide Assessment” return label(s) to the box(es) of non-scorable test materials (test booklets, DFAs, etc.). Complete all information on the GREEN label. If more than one carton is needed, label the boxes serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

Ship Assessment Materials to Harcourt

You are responsible for the return of ALL *Dakota STEP* assessment materials via UPS to:

Harcourt Assessment Scoring Center
19500 Bulverde Road
San Antonio, Texas 78259-3701

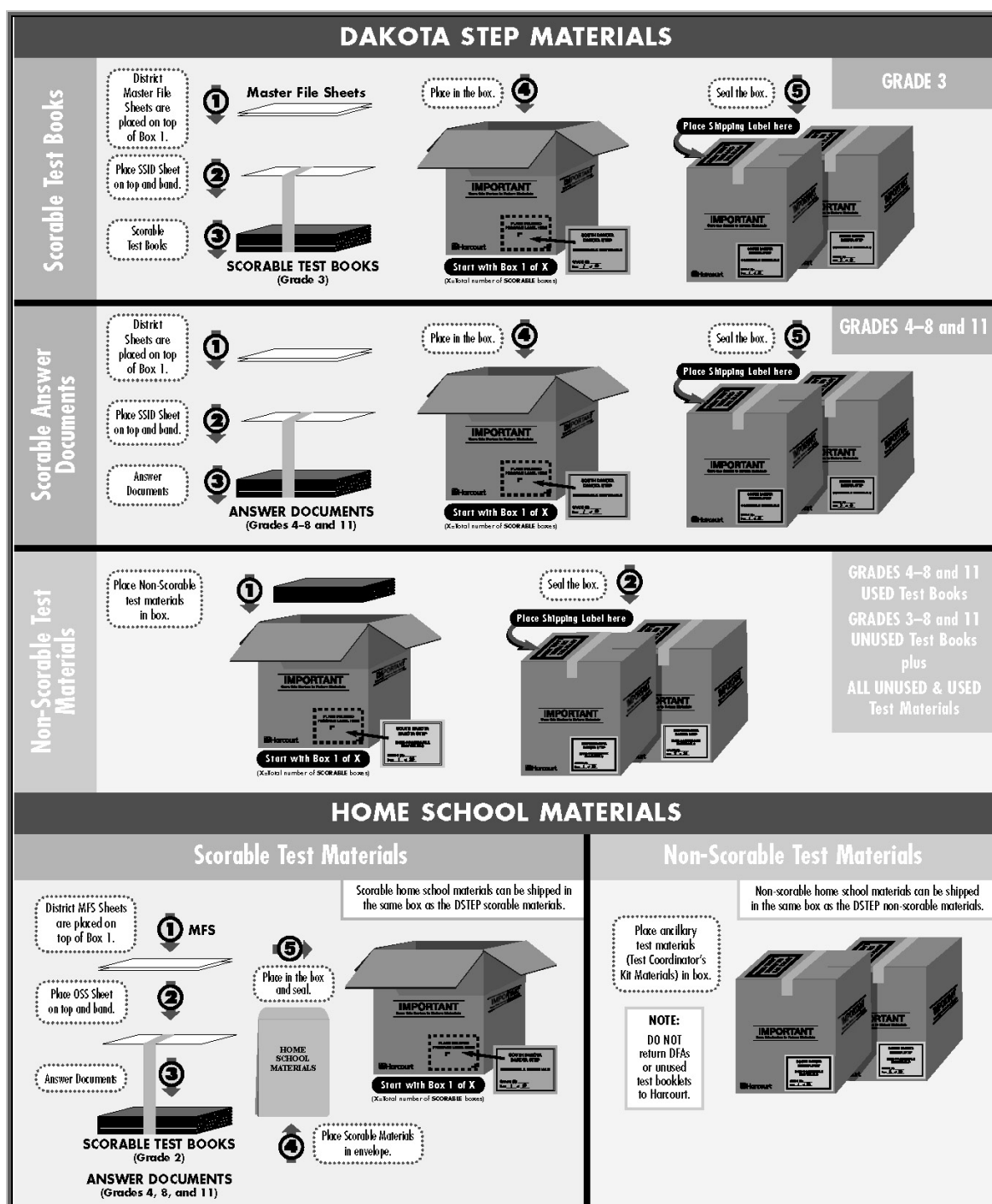
Pre-paid UPS labels are provided in your Test Coordinator’s Kit. The labels are preprinted with the Scoring Center’s delivery address and your district’s information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

**Contact UPS toll-free to arrange for pickup:
1-800-214-0391**

Contact UPS at least two days in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specified retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays. (Test Coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

**Thank you for your time and effort ensuring the successful
administration of the *Dakota STEP* assessment.**

Packing Diagram for *Dakota STEP* and SAT 10 (Home School) Assessment Materials



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(Insert filler page)

Stanford 10 Administration for Home School and Other Non-Accredited Programs

All Home School and other Non-Accredited Alternative Instruction Programs (13-27-3) are required to test grades 2, 4, 8, and 11 using the *Stanford Achievement Test Abbreviated Battery, Form D* (SAT 10). The SAT 10 test materials will be provided by the state and must be ordered through local school districts. Other nationally standardized achievement tests may be used, but will be provided at the expense of the child's parent or guardian. If a home school parent uses a test other than the SAT 10 provided by the public school district, a copy of the test results must be provided to the public school.

Spring 2006 Administration: Critical Dates

March 24, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
April 3–21, 2006	SAT 10 Administration (Home School)
April 26, 2006	LAST DAY for scorable documents to be picked up by UPS
April 28, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
May 26, 2006	Districts receive SAT 10 (NRT) reports

Dakota STEP assessment materials are NOT to be used for Home School or other Non-Accredited Alternative Instruction Programs.

**For questions or additional information, contact the
Harcourt Customer Support Center at 1-800-763-2306.**

Activities Before Administration

The administration of the *Stanford Achievement Test Abbreviated Battery, Form D* (SAT 10) should be administered during the *Dakota STEP* administration period of **April 3–21, 2006**. Contact parents of students in home school and other non-accredited programs to make arrangements and order assessment materials if necessary.

Order Assessment Materials for Home School and Other Non-Accredited Programs

Inventory the unused SAT 10 test materials that your district has in storage BEFORE placing your order. Compare the test materials on hand to the number of students to be tested, and order only the additional materials needed.

Assessment materials for Home School and other Non-Accredited Programs will be ordered through the Customer Support Center. Additional information and instructions for placing orders for testing materials at grades 2, 4, 8, and 11 will be provided in January 2006. Please email customersupportcenter@harcourt.com to request the Order Form for these materials if you do not hear from them by February 1, 2006.

Receive and Inventory Assessment Materials for Home School and Other Non-Accredited Programs

Verify the contents of the SAT 10 assessment materials shipment against the quantities indicated on the packing slip and determine if there are sufficient assessment materials for each test examiner and student.

If there is a discrepancy between the packing list and the quantities received, or if additional assessment materials are needed, contact the
Harcourt Customer Support Center
at **1-800-763-2306** or **customersupportcenter@harcourt.com**.

Organize the assessment materials by examiner to facilitate distribution prior to administration. Retain the shipping cartons for use when returning assessment materials to Harcourt.

Ensure the Security of Assessment Materials

Test security agreements and affidavits must be completed prior to the administration of the *Stanford Achievement Test* for Home School and other non-accredited programs. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will ensure the security of the content of all assessment materials.

Before the administration of the *Stanford Achievement Test*,

- 1. Fill in the title of the *Stanford Achievement Test* (SAT 10) assessment on the *Test Security Agreement* and the *Test Security Affidavit*.**
- 2. Review and sign the *Test Security Agreement* for Test Coordinators.**

Send the original *Test Security Agreement* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Send a copy of the original *Test Security Agreement* to:

South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Retain a copy of the *Test Security Agreement* for your records.

- 3. Copy, disseminate, and collect the *Test Security Affidavit* from all examiners prior to distributing assessment materials.**

Send the original *Test Security Affidavits* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Retain copies of the *Test Security Affidavits* for your records.

Distribute Assessment Materials to Test Examiners

Distribute test materials to test examiners and verify that an accurate accounting of materials is maintained. Emphasize the importance of following test security guidelines and instructions provided in the *Stanford Achievement Test Directions for Administering*.

Activities After Administration

Collect Assessment Materials

Collect all Home School assessment materials from examiners. Separate the scorable answer documents from the non-scorable assessment materials and continue with the verification and organization process of the scorable documents.

Store all unused and reusable grade 2, 4, 8, and 11 test materials in a secure area for use in future administrations. Prepare accurate documentation regarding the grade levels and quantities of SAT 10 test materials in storage and where the test materials are stored. Keep this information in a file accessible to other administrative personnel.

Organize Student Response Booklets

Separate the test materials for all students participating in home school and other non-accredited programs. Organize these answer documents by examiner group and ensure that

- student answer documents have been received from ALL examiners;
- student's responses have been made with a black, soft-lead (No. 2) pencil. Light marks and marks made with colored pencil, ink, or felt-tip pen cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil; and
- student information that is written above the circles in each box of the answer documents is accurately gridded below the information.

Complete the Scoring Service Identification (SSID) Sheets

Complete an SSID sheet for each examiner's group of answer documents. Place the SSID sheet for each group on top of the answer documents and secure with a paper band.

- ✓ Fill in and grid the school name and code. Reports will be sent to this location.
- ✓ Verify that the appropriate grade has been entered and gridded
- ✓ Verify that each SSID Sheet has the correct number of documents entered and gridded
- ✓ Ensure that all paper-banded bundles have completed information on the paper band

**Stanford Achievement Test Administration
for Non-Accredited Programs**

The following information must be completed on SSID sheets:

SIDE 1:

- | | |
|--|--|
| (A) GRADE | Print the grade. |
| (B) TEACHER, COUNSELOR OR GROUP | Print the name of the Examiner. |
| (C) GRADE | Fill in the circle for the grade. |
| (D) NUMBER OF DOCUMENTS | Fill in the total number of answer documents for each examiner.
Number must be right-justified;
enter leading zeros. |
| (E) SCHOOL NAME and CODE | Fill in and grid the name and code of the school (where reports will be sent). |
| (F) SCORING CENTER USE | HOME SCHOOLS ONLY
Grid “8” in columns 1, 2, and 3. |
| (G) SCORING CENTER USE | ALL OTHER NON-ACCREDITED
Grid “9” in columns 1, 2, and 3. |

A sample SSID sheet is provided on the following page.

Sample of an SSID Sheet (SIDE 1)

Page 6

Complete the Master File Sheet (MFS)

Complete the *Master File Sheet* for Home School and other Non-Accredited Programs.
Place this *Master File Sheet* on top of the bundle(s) of answer documents.



**Harcourt Assessment
*Master File Sheet***

For South Dakota Home School and other Non-Accredited Programs

District: _____
Code: _____
Phone: _____

Contact: _____
Address: _____

TEACHER/EXAMINER:	GRADE:	NUMBER OF GROUPS	NUMBER OF DOCUMENTS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTALS: _____

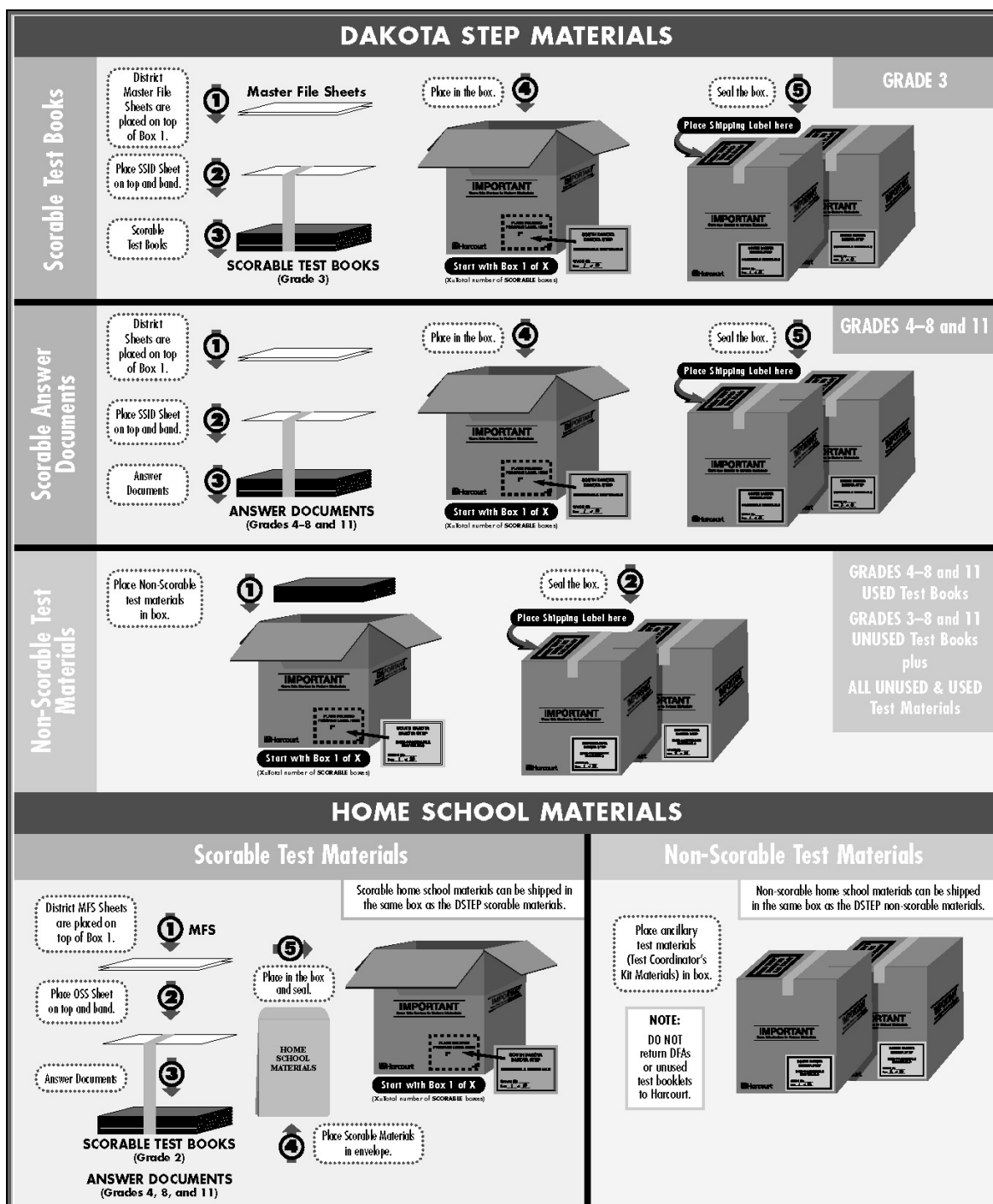
For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program SD-0HS	Est. N-Count	

Pack SCORABLE Materials

Place the SCORABLE answer documents in the WHITE ENVELOPE provided in your *Test Coordinator's Kit*. **This envelope should be placed in Box 1 of your shipment of *Dakota STEP* scorable answer documents.** Refer to the packing diagram on the following page.

**Thank you for your time and effort ensuring the successful
administration of the *Stanford Achievement Test*.**

Packing Diagram for *Dakota STEP* and SAT 10 (Home School) Assessment Materials



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Appendix A—Test Security Guidelines and Forms

***** Revised for Spring 2006 Administrations *****

TEST SECURITY AFFIDAVIT **For Teachers/Examiners**

I acknowledge that I will have access to the _____ test materials for the purpose of administering the assessment. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test, generally or specifically, to anyone.
2. I will not copy any part of the test or directions.
3. I will limit access to the test materials by examinees only to actual testing periods.

Signature: _____ District/Agency: _____

Printed Name: _____ School: _____

Position: _____ Address: _____

Date: _____ City/State/Zip: _____

	Number	Teacher's Initials	Test Coordinator's Initials
Test booklets issued	_____	_____	_____
Test booklets returned	_____	_____	_____

Return this signed *Test Security Affidavit* to your Test Coordinator when returning test materials.

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Appendix B—Private/Alternative Site and BIA Schools

Private/Alternative Site Schools

The following schools are considered private/alternative site schools. They are either classified accredited or approved by the SDDOE. These schools will receive *Dakota STEP* materials directly from Harcourt. The cost of the testing is covered by the State of South Dakota. Schools on this list will be expected to follow the same directions as public schools in keeping tests secure and returning materials on time. Please review this *Test Coordinator's Handbook* to ensure successful and timely test administration.

Why do schools such as Children's Care Hospital and School, Human Services Agency/ATCO and Children's Home Society etc. have to test students? Reason—if these students are state-placed or district-placed, they have to be added to the State of South Dakota Accountability Plan for *No Child Left Behind*. All students have to be accounted for and some will be tracked back to local districts if that student belongs in that district. Private school students such as Aberdeen Catholic, etc. do not participate or count in *No Child Left Behind* accountability.

District

ABBOTT HOUSE
ABERDEEN
ABERDEEN AREA HEALTH
ABERDEEN CATHOLIC SCHOOLS
ABERDEEN CATHOLIC SCHOOLS
ABERDEEN CATHOLIC SCHOOLS
ABERDEEN CATHOLIC SCHOOLS
ABERDEEN CHRISTIAN HIGH SCHOOL
ADJUSTMENT TRAINING CENTER, INC.
ADVANCE ADJUSTMENT TRAINING CENTER
BETHEL LUTHERAN SCHOOL
BETHESDA LUTHERAN SCHOOL
BLACK HILLS SPECIAL SERVICES COOPERATIVE
BLACK HILLS SPECIAL SERVICES COOPERATIVE
BLACK HILLS WORKSHOP AND TRAINING CTR
CALVARY BAPTIST CHRISTIAN SCHOOL
CHAMBERLAIN ACADEMY
CHAMBERLAIN ADJUSTMENT TRAINING CTR.
CHILDREN'S CARE HOSPITAL AND SCHOOL
CHILDRENS HOME SOCIETY OF SD
CHILDRENS HOME SOCIETY OF SD
CHILDREN'S HOUSE MONTESSORI
CHRISTIAN CENTER ELEMENTARY SCHOOL
COMMUNITY CONNECTIONS, INC.
DAKOTA CHRISTIAN HIGH SCHOOL
EAST DAKOTA EDUCATIONAL COOP.
EAST DAKOTA EDUCATIONAL COOP.
EAST DAKOTA EDUCATIONAL COOP.
EAST DAKOTA EDUCATIONAL COOP.

School

ABBOTT HOUSE
NEW BEGINNINGS
CHIEF GALL ALTERNATIVE
RONCALLI HIGH SCHOOL
RONCALLI JR. HIGH SCHOOL
RONCALLI ELEMENTARY SCHOOL
RONCALLI PRIMARY ELEMENTARY
ABERDEEN CHRISTIAN HIGH SCHOOL
ABERDEEN ADJUSTMENT TRAINING CENTER
ADVANCE
BETHEL LUTHERAN ELEMENATRY
BETHESDA LUTHERAN ELEMENTARY
SOUTHERN HILLS DEV. SERV.
DEV. DISABILITIES PROGRAM
SP. ED. BLACK HILLS WORKSHOP, INC.
CALVARY CHRISTIAN ELEMENTARY
CHAMBERLAIN ACADEMY
CHAMBERLAIN ADJUSTMENT TRAINING CTR.
CHILDREN'S CARE SCHOOL
BH CHILDRENS HOME
SF CHILDRENS HOME
CHILDREN'S HOUSE MONTESSORI
CHRISTIAN CENTER ELEMENTARY
COMMUNITY CONNECTIONS
DAKOTA CHRISTIAN HIGH SCHOOL
CAREER ACADEMY
HIGH IMPACT
CAREER ACADEMY
HIGH IMPACT

Appendix B—Private/Alternative Site and BIA Schools

District

ECCO, INC.
 FIRST BAPTIST CHRISTIAN SCHOOL
 FREEMAN ACADEMY
 FREEMAN ACADEMY
 GOOD SHEPHERD EV LUTHERAN SCHOOL
 GREAT PLAINS LUTHERAN HIGH SCHOOL
 HOLY CROSS SCHOOL
 HOLY ROSARY SCHOOL
 HOLY TRINITY CATHOLIC SCHOOL
 HUMAN SERVICES AGENCY/ATCO
 HURON AREA CENTER FOR INDEPENDENCE
 HUTTERVILLE COLONY
 HUTTERVILLE COLONY
 IMMACULATE CONCEPTION SCHOOL
 JAMES VALLEY CHRISTIAN SCHOOL
 JAMES VALLEY CHRISTIAN SCHOOL
 JAMES VALLEY CHRISTIAN SCHOOL
 JOHN PAUL II ELEMENTARY SCHOOL
 LOWER BRULE SCHOOL SYSTEM
 MADISON CAREER LEARNING CENTER, INC.
 MADISON CAREER LEARNING CENTER, INC.
 MCCROSSAN BOYS RANCH
 MEMORIAL CHRISTIAN SCHOOL
 MITCHELL AREA ADJUSTMENT TRAINING CENTER
 MITCHELL CHRISTIAN SCHOOL
 MITCHELL CHRISTIAN SCHOOL
 NEW HOLLAND CHRISTIAN SCHOOL
 NORTHEASTERN MENTAL HEALTH CENTER
 NORTHERN HILLS TRAINING CENTER
 OAHE, INC.
 PLATTE CHRISTIAN SCHOOL
 POINSETT COLONY
 RAPID CITY CHRISTIAN SCHOOL
 RAPID CITY CHRISTIAN SCHOOL
 RED CLOUD INDIAN SCHOOL
 RED CLOUD INDIAN SCHOOL
 RED CLOUD INDIAN SCHOOL
 RED CLOUD INDIAN SCHOOL
 SACRED HEART SCHOOL
 SACRED HEART SCHOOL
 SD SCH FOR THE BLIND & VISUALLY IMP
 SD SCH FOR THE BLIND & VISUALLY IMP
 SD SCHOOL FOR THE DEAF
 SD SCHOOL FOR THE DEAF
 SD STATE TREATMENT AND REHAB.
 SD STATE TREATMENT AND REHAB.
 SESDSC, INC.
 SIOUX FALLS CATHOLIC SCHOOLS
 SIOUX FALLS CATHOLIC SCHOOLS
 SIOUX FALLS CATHOLIC SCHOOLS
 SIOUX FALLS CATHOLIC SCHOOLS

School

ECCO, INC.
 FIRST BAPTIST ELEMENTARY
 FREEMAN ACADEMY ELEMENTARY
 FREEMAN ACADEMY HIGH SCHOOL
 GOOD SHEPHERD ELEMENTARY
 GREAT PLAINS LUTHERAN HIGH SCHOOL
 HOLY CROSS CATHOLIC ELEMENTARY
 HOLY ROSARY ELEMENTARY
 HOLY TRINITY ELEMENTARY
 HUMAN SERVICES AGENCY/ATC
 CENTER FOR INDEPENDENCE
 HUTTERVILLE ELEMENTARY
 HUTTERVILLE HIGH SCHOOL
 IMMACULATE CONCEPTION
 JAMES VALLEY CHR ELEMENTARY
 JAMES VALLEY CHR HIGH SCHOOL
 JAMES VALLEY CHR JR. HIGH SCHOOL
 JOHN PAUL II ELEMENTARY
 WOAP'E TECA ALTERNATIVE
 AIM HIGH
 STRIVE HIGH
 MCCROSSAN BOYS RANCH
 MEMORIAL CHRISTIAN ELEMENTARY
 MAATC
 MITCHELL CHRISTIAN ELEMENTARY
 MITCHELL CHRISTIAN HIGH SCHOOL
 NEW HOLLAND ELEMENTARY
 DAKOTA HOUSE
 NORTHERN HILLS TRAINING CENTER
 OAHE, INC.
 PLATTE CHRISTIAN ELEMENTARY
 POINSETT COLONY ELEMENTARY
 RAPID CITY CHRISTIAN HIGH SCHOOL
 RAPID CITY CHRISTIAN JR HIGH SCHOOL
 OUR LADY OF LOURDES ELEMENTARY
 RED CLOUD ELEMENTARY
 RED CLOUD HIGH SCHOOL
 RED CLOUD MIDDLE SCHOOL
 SACRED HEART ELEMENTARY
 SACRED HEART MIDDLE SCHOOL
 SD SB-VI ELEMENTARY
 SD SB-VI HIGH SCHOOL
 SCHOOL FOR DEAF ELEMENTARY
 SCHOOL FOR DEAF HIGH SCHOOL
 STAR EVERGREEN HIGH SCHOOL
 STAR EVERGREEN JR. HIGH SCHOOL
 SESDAC, INC.
 CHRIST THE KING ELEMENTARY
 HOLY SPIRIT
 O'GORMAN HIGH SCHOOL
 O'GORMAN JR. HIGH SCHOOL

Appendix B—Private/Alternative Site and BIA Schools

District

SIOUX FALLS CATHOLIC SCHOOLS
SIOUX FALLS CATHOLIC SCHOOLS
SIOUX FALLS CATHOLIC SCHOOLS
SIOUX FALLS CATHOLIC SCHOOLS
SIOUX FALLS CHRISTIAN SCHOOL
SIOUX FALLS CHRISTIAN SCHOOL
SIOUX FALLS CHRISTIAN SCHOOL
SIOUX FALLS LUTHERAN SCHOOL ASSOC.
SIOUX VOCATIONAL SERVICES, INC.
SKY RANCH FOR BOYS
SKY RANCH FOR BOYS
SOUTH CENTRAL COOPERATIVE
SOUTH DAKOTA HUMAN SERVICES CENTER
SOUTHEAST AREA COOPERATIVE
SOUTHEASTERN BEHAVIORAL HEALTH CARE
SPRINGFIELD ACADEMY
ST. AGNES SCHOOL
ST. ELIZABETH SETON CATHOLIC SCH. SYSTEM
ST. ELIZABETH SETON CATHOLIC SCH. SYSTEM
ST. ELIZABETH SETON CATHOLIC SCH. SYSTEM
ST. FRANCIS INDIAN SCHOOL
ST. FRANCIS INDIAN SCHOOL
ST. FRANCIS INDIAN SCHOOL
ST. JOSEPH INDIAN SCHOOL
ST. JOSEPH INDIAN SCHOOL
ST. JOSEPH SCHOOL
ST. LAWRENCE SCHOOL
ST. MARTIN'S LUTHERAN SCHOOL
ST. MARY'S SCHOOL - DELL RAPIDS
ST. MARY'S SCHOOL - DELL RAPIDS
ST. MARY'S SCHOOL - DELL RAPIDS
ST. MARY'S SCHOOL - SALEM
ST. PAUL'S LUTHERAN SCHOOL
ST. THOMAS SCHOOL
SUNSHINE BIBLE ACADEMY
SUNSHINE BIBLE ACADEMY
THE RIGHT TURN, INC.
TIOSPA ZINA TRIBAL ALTERNATIVE SCHOOL
TIOSPAYE TOPA ALTERNATIVE SCHOOL
TRINITY LUTHERAN SCHOOL
VOLGA CHRISTIAN SCHOOL
WHITE EAGLE CHRISTIAN ACADEMY
YANKTON AREA ADJUSTMENT TRAINING CTR.
YANKTON CHRISTIAN SCHOOL
ZION LUTHERAN SCHOOL - MOBRIDGE
ZION LUTHERAN SCHOOL - RAPID CITY

School

ST. JOSEPH CATHEDRAL ELEMENTARY
ST. LAMBERT ELEMENTARY
ST. MARY
ST. MICHAEL'S ELEMENTARY
SIOUX FALLS CHRISTIAN ELEMENTARY
SIOUX FALLS CHRISTIAN HIGH SCHOOL
SIOUX FALLS CHRISTIAN MIDDLE SCHOOL
SIOUX FALLS LUTHERAN PRESCHOOL EAST
SIOUX VOCATIONAL SERVICES
SKY RANCH HIGH SCHOOL
SKY RANCH MIDDLE SCHOOL
ZENITH HIGH SCHOOL
ACADEMIC PROGRAM
ASPIRE HIGH SCHOOL
EDUCATION & INTEGRATION SCHOOL
SPRINGFIELD ACADEMY
ST. AGNES ELEMENTARY
SETON ELEMENTARY
SETON MIDDLE SCHOOL
ST. THOMAS MORE HIGH SCHOOL
ST. FRANCIS ELEMENTARY
ST. FRANCIS HIGH SCHOOL
ST. FRANCIS MIDDLE SCHOOL
ST. JOSEPH ELEMENTARY
ST. JOSEPH MIDDLE SCHOOL
ST. JOSEPH ELEMENTARY
ST. LAWRENCE ELEMENTARY
ST. MARTIN'S ELEMENTARY
ST. MARY'S ELEMENTARY
ST. MARY'S HIGH SCHOOL
ST. MARY'S JR. HIGH SCHOOL
ST. MARY'S ELEMENTARY
ST. PAUL'S ELEMENTARY
ST. THOMAS ELEMENTARY
SUNSHINE BIBLE ELEMENTARY
SUNSHINE BIBLE HIGH SCHOOL
ADVANCE SCHOOL
WAYAWA TIPI TIOBOSDATI AL
TIOSPAYE TOPA ALTERNATIVE
TRINITY LUTHERAN ELEMENTARY
VOLGA CHRISTIAN ELEMENTARY
WHITE EAGLE ELEMENTARY
YANKTON AREA ADJUSTMENT TRAINING CTR.
YANKTON CHRISTIAN ELEMENTARY
MOBRIDGE LUTHERAN ELEMENTARY
RAPID CITY LUTHERAN ELEMENTARY

Bureau of Indian Affairs (BIA) Schools

SDCL 13-3-55—*Academic Achievement Tests* states that every public school district shall annually administer the same assessment to all students in grades 3 through 8, inclusive, and grade 11. The assessment shall measure the academic progress of each student. The assessment used in South Dakota is the *Dakota STEP*.

As required by the Bureau of Indian Affairs, BIA schools will participate in the *Dakota STEP* and the cost will be covered by the State of South Dakota. BIA schools are expected to follow the same guidelines as public schools including keeping tests secure and returning test materials on time. Please review this *Test Coordinator's Handbook* thoroughly to ensure a successful administration of the *Dakota STEP*.

District

AMERICAN HORSE SCHOOL
CHEYENNE RIVER BIA SCHOOLS
CHEYENNE RIVER BIA SCHOOLS
CHEYENNE RIVER BIA SCHOOLS
CHEYENNE RIVER BIA SCHOOLS
CHEYENNE RIVER BIA SCHOOLS
CRAZY HORSE SCHOOL
CRAZY HORSE SCHOOL
CRAZY HORSE SCHOOL
CROW CREEK SIOUX TRIBAL SCHOOL
CROW CREEK SIOUX TRIBAL SCHOOL
CROW CREEK SIOUX TRIBAL SCHOOL
CROW CREEK SIOUX TRIBAL SCHOOL
ENEMY SWIM DAY SCHOOL
FLANDREAU INDIAN SCHOOL
LITTLE EAGLE DAY SCHOOL
LITTLE WOUND SCHOOL SYSTEM
LITTLE WOUND SCHOOL SYSTEM
LITTLE WOUND SCHOOL SYSTEM
LONEMAN SCHOOL CORPORATION
LOWER BRULE SCHOOL SYSTEM
LOWER BRULE SCHOOL SYSTEM
LOWER BRULE SCHOOL SYSTEM
MARTY INDIAN SCHOOL
MARTY INDIAN SCHOOL
MARTY INDIAN SCHOOL
PIERRE INDIAN LEARNING CENTER
PIERRE INDIAN LEARNING CENTER
PINE RIDGE SCHOOL
PINE RIDGE SCHOOL
PORCUPINE CONTRACT SCHOOL

School

AMERICAN HORSE ELEMENTARY
CR BIA HIGH SCHOOL
CR BIA JR. HIGH SCHOOL
CR BIA PRIMARY ELEMENTARY
CR BIA UPPER ELEMENTARY
EAGLE CENTER
CRAZY HORSE ELEMENTARY
CRAZY HORSE HIGH SCHOOL
CRAZY HORSE JR. HIGH SCHOOL
CROW CREEK ELEMENTARY
CROW CREEK HIGH SCHOOL
CROW CREEK MIDDLE SCHOOL
CROW CREEK ALTERNATIVE
ENEMY SWIM ELEMENTARY
FLANDREAU INDIAN HIGH SCHOOL
LITTLE EAGLE ELEMENTARY
LITTLE WOUND ELEMENTARY
LITTLE WOUND HIGH SCHOOL
LITTLE WOUND JR. HIGH SCHOOL
LONEMAN ELEMENTARY
LOWER BRULE ELEMENTARY
LOWER BRULE HIGH SCHOOL
LOWER BRULE JR. HIGH SCHOOL
MARTY ELEMENTARY
MARTY HIGH SCHOOL
MARTY MIDDLE SCHOOL
PIERRE INDIAN ELEMENTARY
PIERRE INDIAN JR. HIGH SCHOOL
PINE RIDGE ELEMENTARY
PINE RIDGE HIGH SCHOOL
PORCUPINE ELEMENTARY

**Appendix B—Private/Alternative Site
and BIA Schools**

District

ROCK CREEK DAY SCHOOL
ST. FRANCIS INDIAN SCHOOL
ST. FRANCIS INDIAN SCHOOL
ST. FRANCIS INDIAN SCHOOL
TAKINI SCHOOL
TAKINI SCHOOL
TIOSPA ZINA TRIBAL SCHOOL
TIOSPA ZINA TRIBAL SCHOOL
TIOSPA ZINA TRIBAL SCHOOL
TIOSPAYE TOPA SCHOOL SYSTEM
TIOSPAYE TOPA SCHOOL SYSTEM
WOUNDED KNEE SCHOOL SYSTEM

School

ROCK CREEK ELEMENTARY
ST. FRANCIS ELEMENTARY
ST. FRANCIS HIGH SCHOOL
ST. FRANCIS MIDDLE SCHOOL
TAKINI ELEMENTARY
TAKINI HIGH SCHOOL
TIOSPA ZINA ELEMENTARY
TIOSPA ZINA HIGH SCHOOL
TIOSPA ZINA MIDDLE SCHOOL
TIOSPAYE TOPA ELEMENTARY
TIOSPAYE TOPA HIGH SCHOOL
WOUNDED KNEE ELEMENTARY

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Appendix C—Harcourt SPECTRUM™

The Harcourt SPECTRUM™ User's Guide has been sent to each test coordinator. Information contained in the binder can be placed within this section of the TCH or kept readily accessible. The User's Guide is also available on the South Dakota Department of Education website @ <http://doe.sd.gov/administrators/index.asp>.

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Appendix D— Ordering Off-Grade SAT 10 and OLSAT®8 Test Materials

The 2005 Order Form for South Dakota distributed at the September Writing workshops can be used until December 15, 2005 to place the orders with Harcourt Customer Service, 800-211-8378.
The 2006 Order Form for South Dakota will be sent out in January, 2006.
If you have questions about ordering materials, contact Dennis Ortman at: dennis_ortman@harcourt.com.

It is recommended that a 10-15% overage of materials is available to allow for changes in the number of students to be tested. Ordering instructions for these assessment materials are included on the individual South Dakota order forms.

South Dakota schools may administer the *Stanford Achievement Test* (SAT 10) at grades NOT tested with the *Dakota STEP*. Options include using either the SAT 10 Complete Batteries or SAT 10 Abbreviated Batteries.

Testing levels for *Stanford Achievement Test, Tenth Edition*:

Kindergarten **SESAT 2**

First Grade **Primary 1**

Second Grade **Primary 2**

Third grade through eighth grade students are administered the *Dakota STEP*.

Ninth Grade **TASK 1**

Tenth Grade **TASK 2**

Eleventh grade students are administered *Dakota STEP*.

South Dakota schools can also choose to administer the *Otis-Lennon School Ability Test, Eighth Edition*, (OLSAT®8), at any grade including the *Dakota STEP* grades.

Testing levels for OLSAT®8:

Kindergarten **Level A**

First Grade **Level B**

Second Grade **Level C**

Third Grade **Level D**

Grades 4 and 5 **Level E**

Grades 6 through 8 **Level F**

Grades 9 through 12 **Level G**

Levels A, B, C, and D are each administered in consumable test booklets.

For levels E, F, and G, the grade 4 through 8 and 11 *Dakota STEP* answer documents include an OLSAT®8 section for responses.